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**East Harlem Scholars Academy II
Charter School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

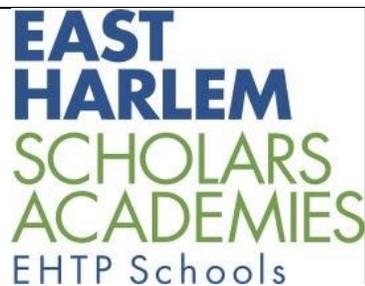
Submitted to the SUNY Charter Schools Institute on:

December 20, 2019

By East Harlem Scholars Academy II

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Robert Harvey, Superintendent, Sarah Caney, Deputy Superintendent, Samantha Ross, Data Associate, and Max Turner, Network Director of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joan Solotar	Chair/Board President
Brian Gavin	Treasurer
Iris Chen	Secretary
Lili Lynton	Trustee/Member
Carlos Morales	Trustee/Member
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Saskia Levy Thompson	Trustee/Member
David Wildermuth	Trustee/Member
Jamie Kiggen	Trustee/Member

**Desree Cabrall-Njenga has served as the elementary school principal since January 2018.
Rhonda Humphries has served as the middle school principal since 2019.**

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	51	55	50											
2015-16	52	54	57	51										
2016-17	56	54	50	55	49									
2017-18	55	59	58	50	56	54								
2018-19	56	50	63	65	65	60	58							

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at East Harlem Scholars Academy II will be proficient readers, writers, and speakers of the English language.

BACKGROUND

At East Harlem Scholars Academy II, students use a range of ELA curriculum and assessment materials to guide their instructional practices. Over the last two years at the elementary school, the school has focused on aligning its curriculum and pacing guide with our flagship school, East Harlem Scholars Academy Elementary School and ensuring that students receive 180 minutes daily of ELA instruction.

Teachers use the curriculum Wonders by McGraw-Hill, a research-based reading program aligned with Common Core State Standards (CCSS), to drive lesson plans. At East Harlem Scholars Elementary II, teachers plan weekly ELA instruction blocks to include whole class mini-lessons, shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. Additionally, students who qualify for additional literacy support (as determined by IEP mandates, quarterly screening assessments with Fountas and Pinnell, NYSESLAT results, etc.) receive small-group instruction delivered by an Academic Support Specialist or ELL Specialist throughout the week.

However, over the course of several years, East Harlem Scholars Academy II has shown inconsistent ELA proficiency results; as a result, the school began an internal “academic reset” in the second half of the 2018-19 school year. This renewed focus was designed to *increase the quality of instruction delivery during the ELA block*; leaders realized that while the school accomplished their goal of aligning the curriculum with the flagship school, students were still not making the ambitious proficiency gains we had aimed for. Each week, teachers engaged in professional development designed by leaders with the intention: “see it, try it, refine it”. Together, teachers 1) studied videos and/or leader-modeled lessons

focused on a specific instructional strategy, 2) co-planned lesson plans for the week that incorporated said strategy, 3) reviewed student data and refined the strategy throughout the week to yield stronger results. The professional development served to develop a growth mindset, and enhanced progress monitoring for ELA proficiency. We ensured that teachers developed their skills through professional development and coaching aligned to the Get Better Faster Continuum. Topics for practice and development include skills such as:

- Standard Objective Alignment
- Criteria For Success
- Providing Clear Exemplars to Scholars
- Progress Monitoring
- Personalize and Differentiate for all learners
- Teacher Radar
- Clear Routines and Procedures aligned with Tiered Interventions

The ELA Curriculum at Scholars Middle School II is the online resource UnboundEd; UnboundEd curriculum maps are designed to align with the theory that all students become stronger readers when they are introduced to increasingly complex texts within the study of a single topic (“core knowledge”). It is aligned with Common Core State standards and provides teachers with explicit, systemic, high quality instruction focused on fluency, vocabulary, and comprehension. Additionally, UnboundEd exposes scholars to high-quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics.

UnBoundEd is organized by eight-week modules, each broken into three short-term units. Each module is comprised of seven assessments--six assessments are a variation of on-demand tasks (i.e., writing response, class seminar, etc.) and one comprehensive performance task. By implementing UnBoundEd, we ensure a full assessment suite that gives our students opportunities to demonstrate their skills through traditional and performance-based assessment.

Goal 1: 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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 6th grade in April 2019. 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

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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).

2018-19 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55	0	0	0	0	60
4	55	0	0	0	0	62
5	56	0	0	0	0	61
6	54	0	0	0	0	59
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	220	0	0	0	0	242

Performance on 2018-19 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	49%	55	55%	42
4	22%	55	22%	46
5	38%	56	43%	44
6	41%	54	41%	41
7	-	-	-	-
8	-	-	-	-
All	37%	220	40%	173

RESULTS AND EVALUATION

East Harlem Scholars Academy II students did not meet this goal. Our proficiency rate for students in at least their second year was **40%**, falling 35 percentage points short of the **75%** goal. However, students in at least their second year achieved proficiency at a higher rate than their newly enrolled peers by **3%**, with notable differences in 3rd grade (6%) and 5th grades (5%).

¹ 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.

Our data shows that there is no statistically significant difference in the proficiency rates of our students who have attended our school for 2+ years. There are several root causes for this, related to both academic preparation and school culture. First, we know that consistent daily attendance is important to academic achievement; in the 2016-17 school year and the first semester of 2017-18, Scholars Elementary II had the lowest attendance across our network. After the mid-year shift in leadership, where our Mentor Principal, Desree Cabrall-Njenga, took over as Principal, the school took on a full attendance re-set with students and families. As a result, student attendance increased--resulting in a higher percentage of students with access to a full day of instruction and literacy practice. However, it is important to note that as this intervention was implemented in the 2017-18 school year, it would not advantage students who have been at the school for 2+ years any more than their peers.

Academic interventions at Scholars Elementary II follow a similar trend; while the school has seen student progress in several areas, many of the academic interventions and curriculum shifts were implemented in the 2017 school year. This includes, but is not limited to, full alignment with the Wonders ELA curriculum, an audit of our Inclusive Education supports, and a more structured accountability system for lesson planning and feedback from instructional leaders. Thus, resulting progress would not significantly advantage students who have attended the school for 2+ years.

While many of our students matriculated from East Harlem Scholars Academy II, the 2017-18 school year was the founding year for our middle school. Additionally, our founding class of 6th graders had experienced inconsistent leadership in their last few years of elementary grades, so we approached the founding year as a new start, providing all students with baseline assessments and developing responsive classroom interventions.

Notably, we observed that in the two years prior, our 5th and 6th grade students performed lowest on written responses--and more specifically, many of our students who did not receive points on their Open Response and Extended Response questions did not attempt a response. Therefore, we designed a consistent professional development for teachers with the goal of incorporating informal and formal writing opportunities into every lesson.

We also noticed from early Interim Assessments that many scholars exhibited test fatigue and need to acquire stronger test-taking habits. Our ELA team identified common literacy strategies that needed to be explicitly taught and practiced, and streamlined student-facing tools across the two grades. Teachers created posters, lessons, and family hand-outs to engage families in the learning as well, so they could support students' use of literacy strategies while completing homework and at-home reading assignments. The habits of focus include but aren't limited to:

- Text Annotations
- Multiple Choice Question Strategies (dot the hot spot, slash the trash, etc.)
- S.T.O.R.Y- Fiction story summary
- A.I.M.- Nonfiction text summary
- P.I.E.- Short Response & Extended Response writing

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It is important to note that while the ELA teaching and leadership team took an aligned approach to supporting the development of students' literacy skills, it was a new approach aimed at all students, as opposed to differentiating for returning and new students. While this approach was necessary--baseline assessments did not indicate significant proficiency differentials--it resulted in very similar proficiency rates across all students.

ADDITIONAL EVIDENCE

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	30%	44	33%	39	55%	42
4	31%	36	36%	44	22%	46
5			27%	41	43%	44
6					41%	41
7					-	-
8					-	-
All	29%	80	32%	124	40%	173

While East Harlem Scholars Academy II did not meet the goal of 75% of students in at least their second year performing at proficiency, since the 2016-17 school year, the percentage of students in at least their second year performing at proficiency has **increased** each year. There has been a notable increase of **25 percentage points** in 3rd grade and **16 percentage points** in 5th grade proficiency since the 2016-17 school year.

Goal 1: 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

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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 2018-19 English language arts MIP for all students of 105. 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

English Language Arts 2018-19 Performance Index					
Number in Cohort	Percent of Students at Each Performance Level				PI
	Level 1	Level 2	Level 3	Level 4	
220	23%	40%	26%	11%	120
		40	53	27	

East Harlem Scholars Academy II has met this goal with a PI of **120**, exceeding the MIP set by the state’s ESSA accountability system by **15**.

Goal 1: 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.²

2018-19 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

² 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](#).

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3	55%	42	47%	830
4	22%	46	43%	887
5	43%	44	32%	872
6	41%	41	45%	895
7	-	-	-	-
8	-	-	-	-
All	40%	173	42%	3484

RESULTS AND EVALUATION

East Harlem Scholars Academy II did not meet this goal. **40%** of students in at least their second year performed at proficiency compared to **42%** of their district peers, falling short of our goal by **2%**. However, 3rd grade and 5th grade students outperformed their district peers by **12%** and **11%**, respectively.

In grades 3-4, we worked to increase student growth in close reading and literacy, but did not have a comprehensive writing curriculum that was implemented with fidelity across classrooms. While there were pockets of growth in the elementary school, we know that as our students approach adolescence, reading and writing skills become more closely interrelated. This is an area for growth in our curriculum, as we set ambitious proficiency goals in the following year.

In the middle school grades, we fell short of our goal by 2%, but we sustained growth. We introduced a writing curriculum in the 2018-19 school year, with the aim being that *all* students will complete *every* written response on the 2018-19 state exam. We did achieve our goal, and now have detailed data to address in the 2019-20 school year. We will continue to enhance teachers' knowledge of literacy and writing skills with high levels of coaching, professional development, and rigorous interim assessments administered by our new assessment partner, the Achievement Network (ANet).

ADDITIONAL EVIDENCE

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	30%	36%	33%	39%	55%	47%
4	31%	35%	36%	34%	22%	43%

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5			27%	43%	43%	32%
6					41%	45%
7					-	38%
8					-	45%
All	29%	36%	31%	39%	40%	42%

While East Harlem Scholars Academy II did not achieve proficiency at the same rate as their district peers, the 2018-19 school year marked the most minimal difference between the performance of school and the district, only falling short by **2%**. Since 2016-17, this difference in performance decreased - indicating that the percentage of students enrolled in their second year at East Harlem Scholars Academy II performing at proficiency is on track to meet and surpass the percentage of district students performing at proficiency in coming years.

Goal 1: Comparative Measure

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

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2017-18 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	91.5	54	27.8	37.4	-9.7	-0.54
4	89.3	55	34.5	35.9	-1.3	-0.07
5	87.0	52	23.1	25.5	-2.4	-0.15
6	-					
7	-					
8	-					
All	89.3	161	28.6	33.1	-4.5	-.24

School's Overall Comparative Performance:

Lower than expected.

RESULTS AND EVALUATION

Overall, East Harlem Scholars Academy II did not meet its predicted level of performance on the state English language arts exam. With an effect size of **-.24**, we are short of the goal of 0.3 by **.54**.

East Harlem Scholars Academy II fell short of the effect size by .54. It is important to note that while the biggest differential can be observed in 3rd grade (-9.7), our 3rd grade students in at least their second year out performed their overall 3rd grade peers in district schools. This may indicate that against a smaller sample size, our 3rd grade students did not perform as well comparatively than when compared to a larger sample (district-wide).

Scholars Middle School II was very close to meeting our predicted goal of 25.5 scholars obtaining proficiency levels of 3 and 4 on their state exams. While we did not meet our effect goal, we are closing the gap of performing as other charter schools similar to ours through teacher training, observations, feedback, and coaching cycles. Through these modalities teachers are able to look at scholars work and address their misconceptions. Additionally, ILT worked with teachers to build their capacity to identify and teach specific writing and literacy skills that matriculating students did not master on previous years' exams.

Goal 1: Growth Measure³

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.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54	50.0
5	56	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	55	50.0

RESULTS AND EVALUATION

East Harlem Scholars Academy II met this goal with a mean growth percentile for the 2017-18 school year of **55**, exceeding the state median of the 50th percentile. We exceeded the goal in each grade tested.

ADDITIONAL EVIDENCE

Our current 5th grade students did not meet their target goal in the 2016-17 school year, but this year they were able to surpass the target by 5%. This demonstrates that while we still have room to grow in refining our curriculum for rigor and alignment with priority standards, the shifts we made to incorporate more comprehensive writing instruction in the upper grades has facilitated growth for our oldest students.

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

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	-	47	54	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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5			56	50.0
6				50.0
7				50.0
8				50.0
All	-	47	55	50.0

Optional Goal 1: Comparative Performance of Students with an IEP⁵

Each year, the percent of all tested students with an IEP and performing at proficiency on the state English language arts exam will be greater than that of all students with an IEP in the same tested grades in the school district of comparison.

METHOD:

A school compares tested students with an IEP to all tested students with an IEP in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students with an IEP and the total result for all students with an IEP at the corresponding grades in the school district.

2018-19 State English Language Arts Exam Charter School and District Performance of Students with an IEP by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students with an IEP		All District Students with an IEP	
	Percent	Number Tested	Percent	Number Tested
3	15%	13	20%	220
4	6%	16	15%	234
5	21%	14	6%	225
6	8%	12	11%	230
7	-	-	-	-
8	-	-	-	-
All	13%	55	13%	909

⁵ Schools can acquire this data from the NYSED's Business Portal: portal.nysed.gov.

RESULTS AND EVALUATION:

East Harlem Scholars Academy II has not met this goal; rather, our students held steady with their district peers at a proficiency level of **13%**. However, it is worthy to note that 5th grade students outperformed their district peers by 15%.

In the 2018-19 school year, we experienced a mid-year transition at our Dean of Inclusive Learning position. While we distributed responsibilities for IEP mandates and academic services to other staff members, it is clear that without a stable leader overseeing Inclusive Learning programming, we did not achieve consistency of rigorous support for students with IEPs throughout the year.

We did hire a Dean of Inclusive Learning at both the elementary and middle schools for the 2019-20 school year, and are currently at full compliance in the new year.

Optional Goal 2: Comparative Performance of English Language Learners⁶

Each year, the percent of all tested English Language Learners (ELLs) and performing at proficiency on the state English language arts exam will be greater than that of all ELLs in the same tested grades in the school district of comparison.

METHOD:

A school compares tested ELLs to all tested ELLs in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested ELLs and the total result for all ELLs at the corresponding grades in the school district.

2018-19 State English Language Arts Exam Charter School and District Performance of English Language Learners by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School English Language Learners		All District English Language Learners	
	Percent	Number Tested	Percent	Number Tested
3	11%	9	15%	110
4	0%	2	6%	95
5	0%	4	4%	77
6	0%	1	5%	75
7	-	-	-	-

⁶ Schools can acquire this data from the NYSED's Business Portal: portal.nysed.gov.

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8	-	-	-	-
All	6%	16	8%	357

RESULTS AND EVALUATION:

East Harlem Scholars Academy II has not met this goal, with **6%** of ELLs achieving proficiency on the State English Language Arts Exam compared to **8%** of their district peers. Our students fell short of the expectations set by the district performance by **2%**. The majority of our students who qualify as English Language Learners graduate from our program by 4th grade; thus, we do not have a large sample size of students for comparison.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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.	Not achieved
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.	Not 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not achieved
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 2017-18 results.)	Achieved
Optional Goal 1: Comparative	Each year, the percent of all tested students with an IEP and performing at proficiency on the state English language arts exam will be greater than that of all students with an IEP in the same tested grades in the school district of comparison.	Not achieved
Optional Goal 2: Comparative	Each year, the percent of all tested English Language Learners and performing at proficiency on the state English language arts exam will be greater than that of all English Language Learners in the same tested grades in the school district of comparison.	Not achieved

The results from 2018-2019 data illustrate that we have clear areas of focus and growth for scholars. While we only met or exceeded goals in 2 of our goal areas, we did make progress and identify pockets of higher achievement across our schools. Because both our elementary and middle schools have new leadership (a leadership transition at Scholars Elementary II that placed an experienced Mentor Principal and a Founding Leadership Team in our first year of Scholars Middle II), we have capitalized on this data to inform strategic plans for 2019-20.

Two integral growth areas for East Harlem Scholars Academy II will be:

- Comprehensive literacy intervention system, coupled with teacher-facing professional development to build content expertise
- Reset progress monitoring systems for students with IEPs
- Utilize rigorous Interim Assessments and formative assessments to plan weekly lesson plans

Additionally, our lower grades will integrate more formal writing instruction into the ELA block.

ACTION PLAN

For the 2019-20 school year, we have partnered with the Achievement Network to implement nationally normed, rigorous Interim Assessments. More than an assessment partner, ANet provides integrated teaching and formative assessment tools that will allow our ELA teachers to easily design weekly formative assessments *and* access aligned intervention lessons to address student misconceptions and proficiency gaps well before summative assessments. Additionally, ANet's designated coach met with each principal over the summer to analyze each school's respective June Instructional Report; from this data, school teams identified 3-5 priority growth standards for each grade to be incorporated into each unit. Principals also partnered with their ANet coach to identify 2 instructional strategies to focus on for year-long professional development that will increase the amount of productive practice (practice at students' independent challenge level) students engage in on a daily basis.

In our 2019-20 first Interim Assessment, data shows that we started this year much stronger academically. We performed on average 2% higher than ANet's national average during our first IA, signaling stronger alignment within our instructional core.

In addition to our ANet partnership, we also partnered with Research for Better Teaching, an organization that provides professional development to instructional leaders and teachers at each stage of their career. For the 2019-20 school year, we focused on providing professional development for our instructional leaders and our teacher-leaders, so that learning could be easily turn keyed at each campus. Each weeklong "class" is grounded in Saphier and Gower's *The Skillful Teacher*. The leader-focused class supports instructional leaders to identify key instructional levers in the classroom and develop coaching strategies to move instruction; the teacher-facing sessions provide opportunities for teachers to practice high-leverage instructional strategies. Not only did this enhance the quality of

teaching across both elementary and middle grades, but it also provided an opportunity for leaders and teacher-leaders to develop a shared understanding of high-leverage practices.

In the middle school grades, there will be two additional action steps of note: the first is that students' ELA block will increase from 50 minutes to 90 minutes (with an additional close reading block). This will provide more opportunities for in-class interventions to occur; there is enough time built in for both co-taught, differentiated lessons and for small-group mini-lessons during independent work times. An additional action step is the introduction of a new role: ELA Department Chair. This experienced ELA teacher will both ensure alignment of weekly lesson plans across the department, and lead a weekly analysis of student work. In this way, we will ensure that each week's lesson plans are responsive to student data from formative assessments. The ELA Department Chair will also provide support and leadership to our History teacher; in the 2019-20 school year, our history curriculum will be aligned to our priority Common Core Literacy standards. In this way, we now better ensure that each week's lesson plans are responsive to student data from formative assessments. In order to increase professional development time like the one listed above, we shortened school the day for children by decreasing the number of daily specials from two to one period in order to increase staff professional development and collaboration time.

Finally, in the 2020-2021 school year the middle school will be further restructuring the model with the aforementioned change in grades served (6-8) and will be hiring a literacy specialist to support with alignment, curriculum development and staff development.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

East Harlem Scholars Academy II students engage in over 90-100 minutes of Math daily. Within our school environment we are using a combination of EngageNY and supplemental resources to deliver rigorous mathematics instruction. The modules are also adapted from math modules from EngageNY, an online resource developed and maintained by the New York State Education Department (NYSED). East Harlem Scholars Academy II has adapted material from the math modules on the EngageNY.org website. The modules include instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

The Dean of Instruction, Instructional Coach, and Assistant Principal work very closely with the classroom teachers during weekly co-planning sessions, observations, and coaching cycles to monitor progress. Teachers also receive feedback from their coaches in order to make the math instruction more hands, exploratory, and student driven.

Our school continues to implement the Cognitively Guided Instruction (CGI) and measure fact fluency on a regular basis. CGI is a program that provides scholars with an opportunity to explore and develop their problem solving skills and use of strategies. Through the CGI program scholars are able to share their ideas and discuss the similarities and differences among the various strategies they used. By engaging in math talks and collaborative discourse, scholars learn about different problem types, develop greater efficiency, and deepen their understanding of the mathematical concept instead of relying on the standard algorithm. In addition to CGI, Scholars Academy II made a big push for fact fluency across all grade levels. By using Rocket Math, scholars were able to master one operation of facts to automaticity per semester. In addition, scholars were provided with fluency flashcards and were assessed through weekly timed quizzes.

In addition to EngageNY, our school also uses Illustrative Mathematics to deliver rigorous math instruction. Illustrative Mathematics, implemented with Grade 5, develops students mathematical thinking through questioning, discussion and real world context and connection. EngageNY, implemented with grades 6-7, is a common core aligned curriculum that covers topics in-depth with emphasis on mathematical reasoning, extended classroom time to promote practice and reflection within each individual class. Both EngageNY and Illustrative Mathematics support the implementation of grade level course material and our pedagogical school priority: habits of discussion. Materials are adapted based on student performance during exit tickets, summative assessments and Individualized Educational Progress Reports.

Scholars Academy II Middle School emphasizes data collection and effective instructional practice. The Math department is led by a Department Chair, weekly, in content planning and student work analysis. Teachers track and monitor the performance of scholars on exit tickets. During the student work protocol, teachers identify which aspect of the standard scholars are not meeting, collaborate to identify the instructional strategy and/or scaffold needed to address the gap in learning and perform “teach-backs” with members of the Department.

Leadership Team members serve both as managers and coaches. Every member of the math department receives weekly coaching and feedback in addition to meeting with their content team. The Instructional Leadership Team (ILT) which consists of both LT and Department Chairs, meet weekly to determine the instructional strategy/goal of the department for the next content team meeting. Weekly professional development is based on weekly classroom observations.

Goal 2: 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 6th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	54	0	0	0	0	60
4	55	0	0	0	0	62
5	55	0	0	0	0	61
6	55	0	0	1	0	59
7						
8						
All	219	0	0	1	0	242

Performance on 2018-19 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	54%	54	61%	41
4	35%	55	35%	46
5	38%	55	40%	43
6	33%	55	37%	41
7	-	-	-	-

⁷ 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.

8	-	-	-	-
All	40%	219	43%	171

RESULTS AND EVALUATION

East Harlem Scholars Academy II did not meet this goal. Our scholars achieved **40%** proficiency on the State Mathematics Exam, falling 35% short of the goal of 75%. It is worthy to note that students enrolled in at least their second year achieved proficiency at 43% higher than students in their first year with East Harlem Scholars Academy II.

East Harlem Scholars Academy II fell short of the 75% goal. In 3rd grade, the school is making progress towards achieving this goal. **54%** (29) of our 3rd graders scored a 3 or a 4 in FY19 compared to **43%** (23) in FY18. **59%** (24) of returning scholars scored a 3 or 4 compared to **30%** (3) of scholars new to Scholars II. **50%** (6) of scholars with an IEP scored a 3 or a 4 compared to **55%** (23) of scholars without an IEP.

However, in 4th grade progress toward achieving our goal decreased by 7%. **22%** (12) of our 4th graders scored a 3 or a 4 in FY19 compared to **35%** (19) in FY18. **29%** (2) of Former ELL scholars scored a 3 or a 4 compared to **22%** (10) of Non-ELL and **0** Current ELL scholars. **6%** (1) scholar with an IEP scored a 3 or a 4 compared to **29%** (11) scholars without an IEP.

Similar to the explanation provided for the absolute measure in ELA, in the previous school year, two out of four 4th grade teachers were new to grade-level content. The remaining teachers on the 4th grade team, each had less than 2 years of experience teaching 4th grade content. As a result, the teachers received intensive coaching and professional development from the school's dean of instruction and instructional coach to support with developing their Math content knowledge. The lack of content knowledge contributed to the decline in the proficiency of the 4th grade students. During the 2019-2020 school year, our teachers have been provided support with building content knowledge through a series of professional development workshops centered around purposeful planning, making student thinking visible, questioning, progress monitoring, and differentiation. Likewise, teachers have attended outside professional development for the purpose of developing content knowledge in Math. In addition to professional development, teachers have had real-time coaching on a weekly basis in 4th grade. Our school utilized a departmentalization model as a means to strengthen teachers' content knowledge. Teachers also engaged in daily co-planning meetings to ensure that instruction was aligned and normed across grade-level.

For the upcoming 2020-2021, school year, our school will be utilizing a new Math curriculum, Eureka Math. The new curriculum is aligned to common core standards, and will serve to further develop teachers' content knowledge - incorporating opportunities for further professional development.

Scholars Middle School fell short of the measure of 75% in our over State Exam performance, but we did see increase in both 5th & 6th grade from their first year to the second. We observed that many of our students need additional practice on previous grade-level math skills, and the 60-minute mathematics blocks are not enough time for teachers to both teach new material *and* consistently implement more individualized

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interventions to address student content gaps. Thus, we will make changes to our schedule in the coming year to ensure that students have adequate time to practice foundational math skills.

ADDITIONAL EVIDENCE

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43%	53	43%	53	61%	41
4	40%	45	42%	55	35%	46
5			32%	53	40%	43
6					37%	41
7					-	-
8					-	-
All	42%	98	39%	161	43%	171

In the 2018-19 school year, East Harlem Scholars Academy II students performed at or above proficiency on the state mathematics exam at the highest rate in the current Accountability Period. This demonstrates progress of East Harlem Scholars Academy II towards its goal of 75% of students in at least their second year achieving proficiency. Notable demonstrations of growth present themselves in 3rd grade and 5th grade with **18%** and **8%** growth since the 2017-18 school year, respectively.

Goal 2: 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 East Harlem Scholars Academy II Charter School 2018-19 Accountability Plan Progress Report

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state’s 2018-19 mathematics MIP for all students of 107. 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.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level				PI
	Level 1	Level 2	Level 3	Level 4	
219	30%	31%	29%	11%	116
		31	58	27	

RESULTS AND EVALUATION

East Harlem Scholars Academy II met this goal with a PI of **116**. Our PI, calculated based on the performance level of our students, exceeded the MIP set by the state’s ESSA accountability system by 9.

Goal 2: 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.⁸

2018-19 State Mathematics Exam
Charter School and District Performance by Grade

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

⁸ 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](#).

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3	61%	41	49%	837
4	35%	46	38%	892
5	40%	43	35%	383
6	37%	41	39%	888
7				
8				
All	43%	171	40%	3486

RESULTS AND EVALUATION

East Harlem Scholars Academy II has met this goal, with **43%** of students attending our school for at least two years achieving proficiency on the State Mathematics Exam compared to **40%** of their district peers. Our students exceeded the expectations set by the district performance by **3%**. Notably, our 3rd and 5th grade students outperformed their district peers by 12% and 5%, respectively.

ADDITIONAL EVIDENCE

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	44%	39%	31%	45%	61%	49%
4	43%	33%	36%	34%	35%	38%
5			27%	36%	40%	35%
6					37%	39%
7						
8						
All	44%	36%	35%	38%	43%	40%

While we did not meet our goal, we did achieve stronger results in 3rd and 5th grade this year, with both grades surpassing their district counterparts. We have seen higher attrition in 6th grade students over their tenure at the school (many of our Founding families

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traveled from areas outside of East Harlem), so we expect lower differentials between second and first-year students in this grade.

Goal 2: 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.

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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

2017-18 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	91.5	53	43.4	40.3	3.1	.15
4	89.3	55	41.8	34.4	7.5	.35
5	87	53	32.1	29.7	.13	.13
6						
7						
8						
All	89.3	161	39.1	34.8	4.4	.21

School's Overall Comparative Performance:

Slightly higher than expected

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East Harlem Scholars Academy II has an overall Effect Size of **.21**, falling short of its predicted level of performance on the state mathematics exam by **.09**. However, In each grade tested in 2017-18, the Effect Size was positive and the 4th grade Effect Size exceeded the goal by **.05**.

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3	88.2	50	36	31.4	.21
2016-17	3,4	91.5	98	41.8	30.1	.57
2017-18	3,4,5	89.3	161	39.1	34.8	.21

East Harlem Scholars Academy II has consistently had a positive Effect Size since the 2015-16 school year, indicating a higher than expected overall comparative performance of the school. In each year, our students have achieved proficiency at a higher percentage than predicted including by **11%** in 2016-17.

Goal 2: Growth Measure⁹

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 the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17, including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁰

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47	50.0
5	42	50.0
6		50.0
7		50.0
8		50.0
All	45	50.0

RESULTS AND EVALUATION

East Harlem Scholars Academy II did not meet this goal; our mean growth percentile is **45**, 5 points below the target of 50.

Optional Goal 1: Comparative Performance of Students with an IEP¹¹

Each year, the percent of all tested students with an IEP and performing at proficiency on the state Mathematics exam will be greater than that of all students with an IEP in the same tested grades in the school district of comparison.

METHOD:

A school compares tested students with an IEP to all tested students with an IEP in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students with an IEP and the total result for all students with an IEP at the corresponding grades in the school district.

2018-19 State Mathematics Exam Charter School and District Performance of Students with an IEP by Grade Level

Grade	Percent of Students at or Above Proficiency
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¹¹ Schools can acquire this data from the NYSED's Business Portal: portal.nysed.gov.

	Charter School Students with an IEP		All District Students with an IEP	
	Percent	Number Tested	Percent	Number Tested
3	42%	12	26%	223
4	13%	16	17%	230
5	15%	13	10%	219
6	8%	13	11%	219
7	-	-	-	-
8	-	-	-	-
All	19%	54	16%	891

RESULTS AND EVALUATION:

East Harlem Scholars Academy II has met this goal, with **19%** of students with an IEP achieving proficiency on the State Mathematics Arts Exam compared to **16%** of their district peers. Our students exceeded the expectations set by the district performance by 3%. Notably, our 3rd grade students outperformed their district peers by 16%.

East Harlem Scholars Academy II met the goal of the percentage of students at or above proficiency. There were **19%** of students with an IEP achieving proficiency on the State Mathematics Arts Exam compared to **16%** of their district peers. 3rd grade students outperformed the district by 16%.

Optional Goal 2: Comparative Performance of English Language Learners¹²
 Each year, the percent of all tested English Language Learners (ELLs) and performing at proficiency on the state Mathematics exam will be greater than that of all ELLs in the same tested grades in the school district of comparison.

METHOD:

A school compares tested ELLs to all tested ELLs in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested ELLs and the total result for all ELLs at the corresponding grades in the school district.

¹² Schools can acquire this data from the NYSED’s Business Portal: portal.nysed.gov.

RESULTS AND EVALUATION:

East Harlem Scholars Academy II 3rd grade has met this goal, with **33%** of ELLs achieving proficiency on the State Mathematics Exam compared to **28%** of their district peers. Our students exceeded the expectations set by the district performance by **9%**. Notably, our 4th grade did not meet this goal.

East Harlem Scholars Academy II 3rd grade met this goal, with 33% of ELLs achieving proficiency in the state math exam compared to 28% of their district peers. Our students exceeded the district expectations by 9%. Our 4th grade scholars did not meet this goal, with no ELLs achieving proficiency.

2018-19 State Mathematics Exam Charter School and District Performance of English Language Learners by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School English Language Learners		All District English Language Learners	
	Percent	Number Tested	Percent	Number Tested
3	33%	9	28%	119
4	0%	2	9%	100
5	0%	4	14%	83
6	100%	1	11%	84
7	-	-	-	-
8	-	-	-	-
All	25%	16	16%	386

The only grades that exceeded the district were 3rd grade and 6th grade; however, our sample sizes are very small (the majority of our students who qualify as English Language Learners graduate from the program by 3rd or 4th grade).

SUMMARY OF THE MATHEMATICS GOAL

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.	Not achieved

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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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Achieved
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 2017-18 results.)	Not Achieved
Optional Goal 1: Comparative	Each year, the percent of all tested students with an IEP and performing at proficiency on the state Mathematics exam will be greater than that of all students with an IEP in the same tested grades in the school district of comparison.	Achieved
Optional Goal 2: Comparative	Each year, the percent of all tested English Language Learners and performing at proficiency on the state Mathematics exam will be greater than that of all English Language Learners in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

During the 2019-2020 school year, we will change our instructional blocks to allow for 90 minutes of learning time, we will hire an ELA & Math Department Chair that will support the Instructional Leadership Team in overseeing all Literacy related concerns, as well as support with implementation of the Week at a Glance (WAG) document and lesson planning.

To support academic growth in both ELA and Math, school leaders send a weekly Instruction and Culture memo that includes school priorities, goals, and highlights the successes that have been made in those areas. Along with the memo, school leaders also provide weekly observations for teachers coupled with feedback that will place them in a Practice Learning Clinic. These clinics are designed to support teachers in being able to quickly practice and master our weekly priorities that are connected to our strategic goals.

Additionally, the school is investing in the rigorous creation of assessments through ANet, a nationally recognized organization that is directly aligned with the Common Core standards and will help prepare scholars for rigorous thinking.

Over the summer school based leadership teams also attended Research for Better Teaching (RBT) training; this is a weeklong PD class that allowed us to identify high-leverage instructional practices and build our capacity to coach teachers. Our Grade Team Leads also attended a class with RBT intended for practitioners, and received training about quality instruction and how to do the following:

- Create a quality CFS
- Write a rigorous objective that is Common Core standard aligned
- Design lesson plans and curriculum using backward design

Each week on Wednesday, our teachers also support our scholars in reaching Mastery by teaching a coach class. During coach class our scholars receive small group instruction in the areas they need the most support. We have seen that this time has allowed scholars to improve their grades and build their confidence within content areas.

Our leadership team simultaneously this summer attended a training where learned how to:

- Support teachers in creating an accurate CFS
- Support teachers in creating rigorous common core aligned objectives
- Observe and give quality feedback in the form of Claim, Evidence, & Impact

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practices.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles

BACKGROUND

East Harlem Scholars Academy II provides hands on inquiry based science instruction. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of East Harlem Scholars Academy II's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the Scholars Academy II 's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy II. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars Academy II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy II utilizes Foss’ Delta Science Kits to support its science curriculum. This program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center¹³, Science for All Children¹⁴ and the National Science Teachers Association.

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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. 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

East Harlem Scholars Elementary II did not meet this goal. **59%** of students in at least their second year performed at or above proficiency, falling short of the goal by 16%. Scholars II did not have a consistent Science teacher until the end of the second quarter.

For FY19-20, our science teacher is implementing a curriculum that is aligned to the Next Generation Science standards and is on pace to achieve higher proficiency rates this year.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	59%	44
8		
All	59%	44

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

¹³ National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

¹⁴ National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

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Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19			

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	74%	35	72%	43		
8						
All	74%	35	72%	43	59%	44

Goal 3: 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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Overall, East Harlem Scholars Academy II did not meet this goal. **59%** of 4th graders performed at proficiency compared to **83%** of their district peers. We attribute this to a mid-year Science teacher transition that occurred in early fall of the 2018-19 school year; without a consistent, permanent teacher in the classroom to design thoughtful lesson plans and respond to student data daily, we saw a decrease in proficiency.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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	Charter School Students In At Least 2 nd Year		All District Students ¹⁵	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	59%	44	83%	868
8				
All	59%	44	83%	868

ADDITIONAL EVIDENCE

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	74%	86%	72%	86%	59%	83%
8						
All	74%	86%	72%	86%	59%	83%

East Harlem Scholars Academy II did not meet this goal. Students performed at a 59% proficiency in comparison to all district students. During the second half of the year the science teacher worked to ensure scholars were aligned to and grew in the knowledge, skills, and processes required for science.

SUMMARY OF THE SCIENCE GOAL

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.	Not 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.	Not achieved

East Harlem Scholars Academy II did not meet their overall goals for achievement in science standards. Before our current Mentor Principal stepped into the role, East Harlem Scholars Academy II experienced several science teacher transitions. During the second half of the year, the science teacher worked to ensure scholars were aligned to state standards and NGSS, and that Scholars grew in the knowledge, skills, and processes required for science.

¹⁵ This table uses the prior year's results as 2018-19 district science scores are not yet available.

ACTION PLAN

At Scholars Academy II in 2019-20, we are taking a departmentalized approach to teaching science in grades 3 and 4 to ensure that teachers with the most content knowledge are planning, teaching, and assessing within that content area.

We are also using aligned lesson planning protocols, implementing 6-week intensive coaching/feedback cycles, implementing pre-designed curriculum (Discovery Ed) along with project-based assessments (PBATs) to ensure that students demonstrate proficiency in a variety of ways.

In addition to shifting content systems, we will improve our academic growth by ensuring that teachers develop their skills as a teacher through professional development and coaching aligned to our Get Better Faster Continuum. Teachers practiced and improved on skills such as:

- Standard Objective Alignment
- Criteria For Success
- Providing Clear Exemplars to Scholars
- Progress Monitoring
- Personalize and Differentiate for all learners
- Teacher Radar
- Clear Routines and Procedures aligned with Tiered Interventions

Ultimately, Development in the listed areas along with our interim assessments aligned to the state exam administered will help us to grow much stronger academically in science.

GOAL 4: ESSA

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

East Harlem Scholars Academy II is in good standing. East Harlem Scholars Academy II has met the measure for the 2018-2019 year.

ADDITIONAL EVIDENCE

The school has been in good standing each year in which it has had an NCLB status.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	

APPENDIX A: OPTIONAL GOALS

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

East Harlem Scholars Academy II tracks student attendance using its SIS, PowerSchool. Our daily attendance rate is calculated based on the number of days the student has been enrolled in the school (“Membership”) and the number of days the student has been marked absent by their teacher. The daily attendance rate is calculated and reviewed by a member of the Operations team each day and a reason for each absence is recorded in PowerSchool.

RESULTS

East Harlem Scholars Academy II had an overall attendance rate of **94%** for the 2018-19 school year for grades 1-6. It is worthy to note, however, that 3rd and 6th grade did meet the goal of 95% attendance and that 5th grade exceeded this goal with an average daily attendance rate of 96%.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	93%
3	95%
4	92%
5	96%
6	95%
7	-
8	-
Overall	94%

EVALUATION

East Harlem Scholars Academy II has not met this goal. Our daily attendance rate for the 2018-19 school year was **94%**, narrowly missing the goal of 95% by 1%.

East Harlem Scholars Academy II's early grades did not meet this goal. We implemented hallway trackers and increased communications to families using phone calls and applications; over the second half of the year, attendance steadily increased.

In our upper grades, we did accomplish our attendance goal. The school implemented attendance challenges and celebratory trips, as well as tracked students' individual attendance and academic goals, and conducted action-planning meetings with students and families when students were at risk of not meeting their attendance goal.