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**East Harlem Scholars Academy
Charter School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By East Harlem Scholars Academy

2050 Second Avenue, New York, NY 10029

212-348-2518



2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Marilyn Simons	Trustee/Member
Saskia Levy Thompson	Trustee/Member
David Wildermuth	Trustee/Member
Jamie Kiggen	Trustee/Member

Jessica Zannikos has served as the elementary school principal since January of 2019.
Maureen Yusuf-Morales has served as the middle school principal since 2016.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	NA	56	56	56	56	53								277
2015-16	17	53	54	56	55	54	46							335
2016-17	18	57	56	58	59	58	54							436
2017-18	18	57	59	58	57	57	86	77						527
2018-19	62	59	62	58	60	60	58	87	80					586

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

At East Harlem Scholars Academy, 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, 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 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 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. We have chosen to modify Unbound Ed with our own choice of culturally relevant and responsive texts. In particular, we focus on literature where scholars can see themselves as the protagonist and make personal connections to the text.

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 8th 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	60	0	0	0	0	60
4	57	0	0	0	0	59
5	59	0	0	0	0	59
6	57	0	0	0	0	57
7	83	0	0	0	0	85
8	75	0	0	0	0	75
All	391	0	0	0	0	395

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	70%	60	71%	51
4	58%	57	58%	50
5	32%	59	35%	55
6	39%	57	39%	51
7	31%	83	33%	75
8	47%	75	45%	66
All	45%	391	46%	348

RESULTS AND EVALUATION

East Harlem Scholars Academy's goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. The School fell short of the specified measure by 4 percentage points in 3rd grade, 17 percentage points in 4th grade, 40 percentage points in 5th grade, 36 percentage points in 6th grade, 42 percentage points in 7th grade, and 30 percentage points in 8th grade. Though students did not demonstrate proficiency on the state exam, they did demonstrate

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.

high levels of reading mastery on other diagnostic tools, such as Fountas & Pinnell assessments and quarterly interim assessments.

Additionally, it is important to note that scholars made visible growth from year to year. In 2018-19, 70% of 3rd grade scholars tested proficient in ELA while the 2015-16, 2016-17, and 2017-18 3rd grade testing cohorts yielded results of 55%, 59%, and 63%, respectively.

ADDITIONAL EVIDENCE

Within the current Accountability Period, East Harlem Scholars Academy has displayed persistent growth in percentage of proficient students in 3rd grade. Since the 2016-17 school year, each grade level (3-6) has exhibited growth in percentage of proficient students. 6th grade, in particular, has grown from 24% in 2016-17 to 39% in 2017-18, a significant growth of 62.5%.

The school did not meet the goal of having 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. In 3rd grade, the school is making progress towards achieving this goal. As shown in the table above, 71% of 3rd grade students who were enrolled in at least their Second Year were proficient on the exam, and 70% of all 3rd grade students were proficient. In 3rd grade, the school performed 3 percentage points higher than in the previous year, which indicates that in 3rd grade progress is being made towards achieving the goal of 75% proficiency. Within the current Accountability Period, East Harlem Scholars Academy has displayed persistent growth in percentage of proficient students in 3rd grade.

However, in 4th grade the school fell short of the specified measure by 17 Percentage points. In the previous school year, the 4th grade teachers had 3 or more years of experience teaching 4th grade content. During the 2018-2019 school 2 of the teachers from the previous year transitioned into instructional leadership roles within the school. During the 2018-2019 school year, the 4th grade team lead, who had 4 years of teaching experience in 4th grade, transitioned out of the school in December 2018. 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 ELA content knowledge. The lack of content knowledge contributed to the decline in the proficiency of the 4th grade students. During the 2019-2020 school 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 ELA. In 4th grade, our school utilized a departmentalization model as a means to strengthen teachers' content knowledge.

For the 2020-2021, school year, our school will be utilizing a new ELA curriculum, Wit and Wisdom, designed to build students' content knowledge. We will also be moving towards a departmentalization model in 3rd and 4th grade to provide teachers with more targeted support towards content mastery.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades 5-8 did not meet the goal of having 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. However, the class of 2027 (8th Grade) did make significant year over year growth, moving from 33% proficiency to 47% proficiency from 2017-2018 to 2018-2019.

Our 6th grade cohort had a 10 percentage point drop from 2017-2018 to 2018-2019, and we believe that is in part due to some inconsistencies in the staffing (one due to health issues, and a staff member on long-term maternity leave), leaving the school short-staffed in the months leading up to testing. Previously, there were two years of consistency in those roles and we saw a 22 percentage point increase for the 2017-2018 6th grade cohort.

One challenging pattern is the 5th grade ELA scores that fall significantly from 4th grade to 5th year, year over year. This year alone, the change was a decrease of 38 percentage points. We believe this is part due to the transition to middle school and whether it is developmentally appropriate given the departmentalized model, a shortened ELA block and a significant increase in the number of teachers. Therefore, the 2019-2020 school year will be the last year that Grade 5 will be in middle school. Starting in 2020-2021, the 5th grade cohorts will remain in elementary school.

In addition to this structural change, there were several instructional programming changes made in the 2019-2020 school year which will be discussed in the following subsection.

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	64%	47	67%	48	71%	51
4	56%	45	70%	56	58%	50
5	27%	44	38%	56	35%	55
6	24%	37	49%	55	39%	51
7	-	-	33%	69	33%	75
8	-	-	-	-	45%	66
All	43%	173	50%	284	46%	348

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, **all tested students must have a PI value that equals or exceeds the state's 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

East Harlem Scholars Academy scored a **PI of 127**. A significant amount of scholars scored Level 3 and 4, which helped us achieve this goal.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
391	24%	31%	34%	11%	
		31	68	28	127

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

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent	Number Tested	Percent	Number Tested
3	71%	51	47%	830
4	58%	50	43%	887
5	35%	55	32%	872
6	39%	51	45%	895
7	33%	75	38%	882
8	45%	66	45%	879
All	46%	348	42%	5245

RESULTS AND EVALUATION

East Harlem Scholars Academy has met this comparative measure goal in our lower (elementary) grades: 46% of students in at least their second year with us were proficient in ELA, which is 4 percentage points greater than the district. In 3rd grade, our students performed at 24 points greater than the district. In 4th grade, our students performed at 15 points greater than the district.

The middle school did not meet the comparative data goal, with the exception of 5th grade, where the school performed 9.4% better than its district counterparts. However, we did not outperform the district in grades 6 and 7, and matched in grade 8.

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	64%	36%	67%	39%	71%	47%
4	56%	35%	70%	34%	58%	43%
5	27%	30%	38%	43%	35%	32%
6	24%	27%	49%	36%	39%	45%
7	-	-	33%	40%	33%	38%
8	-	-	-	-	45%	45%
All	43%	32%	50%	40%	46%	42%

Of the 51 East Harlem Scholars Academy 3rd grade students in at least their second year that were tested, 71% of 3rd graders were proficient on the ELA exam, compared to 47% of their district peers. Of the 50 East Harlem Scholars Academy 4th grade students in at least their second year that were tested, 58% were proficient on the ELA exam, compared to 43% of their district peers.

At East Harlem Scholars Academy, 3rd and 4th grade students received daily small group instruction in ELA. The small group instruction is designed based on data analysis of students' level of performance and mastery of content and skills taught in class.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the middle school's lower comparative data, instructional leaders made the decision to increase the amount of instructional minutes designated to ELA in 2019-2020 from 50 minutes to 80 minutes (in grades 5-7) and 70 minutes (in grade 8), and redesigned the ELA block into reading, writing and discussion day formats.

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.

RESULTS AND EVALUATION

Overall, East Harlem Scholars Academy exceeded its predicted level of performance on the state English language arts exam by an effect size of **1.23**, surpassing the goal of 0.3 by **.93**. This goal was exceeded by each grade, with the highest effect size in 4th grade (**2.07**) and the lowest effect size in 7th grade (**.75**).

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	98.1	56	62.5	34.6	27.9	1.54
4	100.0	58	69.0	31.8	37.2	2.07
5	100.0	57	36.8	20.4	16.4	1.19
6	98.8	82	43.9	30.7	13.2	.91
7	100.0	76	32.9	22.6	10.3	.75
8	--	--	--	--	--	--
All	99.4	329	47.7	27.9	19.8	1.23

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

East Harlem Scholars Academy has consistently exceeded the predicted level of performance on the English language arts exam by an effect size of **0.52** or above, greatly surpassing the set goal of 0.3, since the school year 2015-16. In the school year 2017-18, East Harlem Scholars Academy exceeded the predicted level of performance on the English language arts exam by the greatest margin yet: **1.23**.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3,4,5	77%	150	39%	30%	.52
2016-17	3,4,5,6	98%	241	40%	21%	1.22
2017-18	3,4,5,6,7	99.4%	329	47.7%	27.9%	1.23

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.

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

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Overall, East Harlem Scholars Academy did not meet this goal. Our mean growth percentile for the 2017-18 school year is **47.5**, 2.5 percentiles short of the state median of the 50th percentile. However, we exceeded the goal in 6th grade with a mean growth percentile of **52.8**.

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

Grade	Mean Growth Percentile	
	School	Target
4	45.6	50.0
5	42.9	50.0
6	52.8	50.0
7	46.7	50.0
8		50.0
All	47.5	50.0

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	44	53	45.6	50.0
5	60.5	40	42.9	50.0
6		56.5	52.8	50.0
7			46.7	50.0
8				50.0
All	52.3	49.8	47.5	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.

RESULTS AND EVALUATION:

East Harlem Scholars Academy has met this goal, with **19%** of students with an IEP achieving

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

proficiency on the State English Language Arts Exam compared to **12%** of their district peers. Our students exceeded the expectations set by the district performance by **7 Percentage points**. Notably, our 3rd and 5th grade students outperformed their district peers by 16 and 9 percentage points, respectively.

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	36%	14	20%	220
4	15%	13	15%	234
5	15%	20	6%	225
6	19%	16	11%	230
7	15%	26	10%	231
8	19%	31	13%	240
All	19%	120	12%	1,380

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.

RESULTS AND EVALUATION:

East Harlem Scholars Academy has met this goal, with **10%** of ELLs achieving proficiency on the State English Language Arts Exam compared to **7%** of their district peers. Our students

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

exceeded the expectations set by the district performance by **3 percentage points**.

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	17%	6	15%	110
4	17%	6	6%	95
5	0%	1	4%	77
6	0%	4	5%	75
7	0%	4	7%	72
8	N/A	N/A	2%	52
All	10%	21	7%	481

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

At East Harlem Scholars Academy, 3rd and 4th grade met the absolute goal 1 that 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 was not achieved.

In 4th grade at East Harlem Scholars Academy the growth goal that 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 was not achieved (using 2017-18 results.) In 4th grade the mean growth percentile was 45.

At East Harlem Scholars Academy, the absolute goal was achieved that 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. East Harlem Scholars Academy scored PI of 127. This goal was achieved by the number of scholars scored level 3 and 4.

At East Harlem Scholars Academy, the comparative goal was achieved that 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. In 3rd grade students

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

performed at 24 points greater than the district, and in 4th grade students performed at 15 points greater than the district.

At East Harlem Scholars Academy, the comparative goal was exceeded that 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.).

At East Harlem Scholars Academy Middle our first absolute goal that “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” was not achieved. In the 8th grade we increased our scores by 14 percentage points, but fell short of our goal by 28 percentage points. This increase was due to coaching cycles and co-teaching with the 8th grade ELA teachers and the Principal to ensure academic rigor after an unexpected teacher transition.

The school’s aggregate PI on the state’s English language arts exam was 127 which exceeded the states MIP of 105 as set forth in the state’s ESSA accountability system.

At East Harlem Scholars Academy Middle, both comparative goals were achieved that “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” and that “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.”

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.	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.)	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.)	Not achieved
Optional	Each year, the percent of all tested students with an IEP and performing at	Achieved

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative	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.	
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.	Achieved

ACTION PLAN

In response to the results of our 2018-19 state test scores, East Harlem Scholars Academy instituted changes to our approach to literacy instruction. We continued to focus on delivering high-quality instruction with the goal to foster students' ability to utilize critical thinking skills. Students receive daily instruction in Reading, Writing, and Guided Reading. In an effort to strengthen content knowledge amongst our teachers, our school utilized a departmentalization model in 4th grade. During Literacy blocks of instruction, the Dean of Instruction, Instructional Coach, and Assistant Principal supported teachers. Through live coaching and co-teaching, teachers were provided feedback around best instructional practices. During guided reading, we continued to offer small group, differentiated instruction, during which scholars are working towards a targeted individual goal informed by their academic data. During Guided Reading, scholars demonstrate comprehension through oral and written analysis.

We continued to provide intervention to students in grades K – 4 reading below grade level. Students received numerous intervention blocks run by our academic interventionist, reading specialist, ELL Specialist throughout the 2018-19 school year. Intervention groupings begin during the first trimester of the 2019-2020 school year. In the 2019-2020 school year, Scholars Academy continues to strategically utilize the instructional coaches and the support of other instructional leaders to ELA curriculum alignment, coach teachers on best instructional practices, and provide ongoing professional development to staff. Specifically, the staff were trained on how to conduct student work protocols and analyze data to strategically inform instruction. Scholars Academy also implemented a series of professional development workshops designed around developing content knowledge, planning, instructional practices such as questioning, progress monitoring, and differentiation. Instructional leaders will continue providing ongoing professional development, observations and coaching in these areas throughout the 2019-2020 school year. During the 2020-2021 school year, our school will be utilizing a new ELA curriculum, Wit and Wisdom. Wit and Wisdom is a curriculum aligned to standards and builds student content knowledge.

In the 2019-2020 school year we have taken many steps to address the 2018-2019 results including: increased our support to grades 5 and 6 with our Dean of inclusive Learning and Dean of Students co-teaching in both grades throughout the year. We also partnered with the Achievement Network to help support data analysis and staff professional development

around priority standards for the grade. We identified whole school priority standards and used that to drive whole school professional development for ELA and writing. We also began a student work protocol model to identify trends in scholar work (across all subjects with a focus on writing and open ended responses). In addition, we also partnered with the Research for Better Teaching to focus on two major concepts to support instruction: objective and lesson alignment and clear criteria for success in all lessons. Preliminary data from trimester one shows increased in all grades aside from 5th. An additional action step was the introduction of a new role: ELA Department Chair. This experienced ELA teacher ensures alignment of weekly lesson plans across the department, and leads a weekly analysis of student work or subject specific professional development. 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

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 3-7.

BACKGROUND

East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses a combination of EngageNY and supplemental resources to deliver rigorous mathematics instruction. EngageNY is an online resource developed and maintained by the New York State Education Department (NYSED). East Harlem Scholars Academy 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 skill and use of strategies. Through the CGI program scholars are able to share their ideas and discuss the similarities and differences among the different strategies they used. The program helped scholars learn about

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

different problem types, develop greater efficiency, and deepen their understanding of the mathematical concept instead of relying on the standard algorithm. Scholars Academy made a big push for fact fluency across all grade levels. Scholars were provided with fluency flashcards and were assessed through weekly timed quizzes.

At East Harlem Scholars Academy Middle every student engages in 70-80 minutes of daily Math Instruction. For 5th grade we use Engage NY, which is an online resource, developed and maintained by the New York State Education Department (NYSED). For Grades 6- 8 we have moved to Illustrative Mathematics, which is a problem-based core mathematics curriculum that develops mathematical thinking skills through questioning, discussion and real-world contexts and connections. The units/modules for both curricula include teacher materials, student materials and performance tasks. Illustrative Math specifically provides information for families, ELL Supporting Documents, learning goals and targets, diagnostic assessments and summative assessments.

We have continued to use the co-teaching models to help differentiate instruction and engage scholars in stations, parallel teaching and pull out groups to meet the needs of all learners in our school. The smaller groups in classrooms allow teachers and support staff to support mastery and provide more opportunities for scholars to attain mastery of standards. Middle school support in mathematics has ranged from additional support in the room for small-targeted groups to online intervention work on IXL where students have logged an average of 2-3 hours per week at school and at home. IXL is a groundbreaking platform and curriculum for K-12 Math and delivers a deeply engaging learning experience where questions are algorithmically generated for each individual student.

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.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th 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	Not Tested ⁷	Total

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Tested	IEP	ELL	Absent	Refused	Enrolled
3	60	0	0	0	0	60
4	58	0	0	0	0	59
5	59	0	0	0	0	59
6	57	0	0	0	0	57
7	82	0	0	0	1	85
8	73	0	0	0	0	75
All	389	0	0	0	1	395

RESULTS AND EVALUATION

East Harlem Scholars Academy did not meet this goal. Our scholars achieved **43%** proficiency on the State Mathematics Exam, falling 32 percentage points short of the goal of 75%. In 3rd grade, 73% of students enrolled in at least their second year scored as proficient, with 75% overall proficiency for the grade. It is also worthy to note that **95%** of 8th grade students who took the Algebra regents exam passed with Level 3 or higher, meeting Common Core Expectations.

The school did not meet the goal of having 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Math Exam. In 3rd grade, the school is making progress towards achieving this goal. As shown in the table above, 73% of 3rd grade students who were enrolled in at least their Second Year were proficient on the exam, and 75% of all 3rd grade students were proficient. Within the current Accountability Period, East Harlem Scholars Academy has displayed persistent growth in percentage of proficient students in 3rd grade.

However, in 4th grade the school fell short of the specified measure by 23 percentage points. Similarly to the explanation provided for the absolute measure in ELA, In the previous school year, the 4th grade teachers had 3 or more years of experience teaching 4th grade content. During the 2018-2019 school 2 of the teachers from the previous year transitioned into instructional leadership roles within the school. During the 2018-2019 school year, the 4th grade team lead, who had 4 years of teaching experience in 4th grade, transitioned out of the school in December 2018. 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 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 4th grade, our school utilized a departmentalization model as a means to strengthen teachers' content knowledge.

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

East Harlem Scholars Middle did not meet our goal that 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Math Exam. In all of our grades we fell short of our goal (in 5th grade by 44 percentage points, 6th grade by 40 percentage points, 7th grade by 42 percentage points and in 8th grade by 39 percentage points). Although we gave our teachers more time during Mastery blocks to work with scholars and provide intervention, we found that the majority of our math teachers were inexperienced in Math content knowledge and really needed a solid structure for that time. As a result of this data in the 2019-2020 school year we helped provide a clear structure for all of our Math blocks to maximize instruction and promote a culture of mastery.

We have also been working with teachers in content meetings to examine scholar work to identify trends across the school in teaching practices and student output. Similar to grades 3 and 4 in the 2020-2021 school year, the middle school will be utilizing a new Math curriculum, Eureka Math.

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	75%	60	73%	51
4	52%	58	52%	50
5	31%	59	31%	54
6	35%	57	35%	51
7	33%	82	35%	74
8	36%	73	36%	64
All	43%	389	43%	344

ADDITIONAL EVIDENCE

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19	Algebra 1	95%	22

East Harlem Scholars Middle provides an opportunity for 1 cohort of 8th grade students to take Algebra 1 and work towards taking their regents exam at the end of the school year. The instructional leadership worked with our 8th grade math teachers to ensure that all materials were covered in time for scholars to spend an adequate amount of time reviewing and practicing for their Regents exam. Scholars were provided an option to attend Saturday classes one month prior to taking the exam. Out of 32 scholars participated in the course 22 opted to sit for the exam and 95% of those scholars passed the exam with at least a Level 3, meeting Common Core expectations.

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	80%	45	71%	45	73%	51
4	72%	46	72%	54	52%	50
5	20%	44	38%	55	31%	54
6	50%	36	37%	54	35%	51
7	-	-	45%	69	35%	74
8	-	-	-	-	36%	64
All	56%	171	53%	277	43%	344

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 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.

RESULTS AND EVALUATION

East Harlem Scholars Academy met this goal with a PI of **123**. Our PI, calculated based on the performance level of our students, exceeded the MIP set by the state's ESSA accountability system by 16.

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	
	25%	31%	25%	17%	123
		31(1)	49(2)	43(2.5)	

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

RESULTS AND EVALUATION

East Harlem Scholars Academy 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

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

37% of their district peers. Our students exceeded the expectations set by the district performance by **6 percentage points**. Notably, our 3rd, 4th, and 8th grade students outperformed their district peers by 24, 14, and 15 percentage points, respectively.

At East Harlem Scholars Academy, in both 3rd and 4th grade this goal was achieved. In 3rd grade 73% of students performed at or above proficiency on the State Mathematics Exam compared to 43% of all district students in the 3rd grade. In 4th grade, 52% of students performed at or above proficiency on the State Mathematics Exam compared to 38% of all district students in the 4th grade. In both measures the 3rd and 4th grade exceeded the goal.

At the middle school, we achieved this goal in grades 7 and 8. In grade 7 we outperformed the district by 3 percentage points and in 8th grade we outperformed the district by 15 percentage points. In grades 5 and 6 the district outperformed the school by 4 percentage points in each 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
3	73%	51	49%	837
4	52%	50	38%	892
5	31%	54	35%	383
6	35%	51	39%	888
7	35%	74	32%	884
8	36%	64	21%	486
All	43%	344	<u>37%</u>	4856

ADDITIONAL EVIDENCE

East Harlem Scholars Academy has consistently exceeded the aggregate local district performance on the State Mathematics Exam in years 2015-2019.

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	80%	39%	71%	45%	73%	49%

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

4	72%	33%	72%	34%	52%	38%
5	20%	35%	38%	36%	31%	35%
6	50%	28%	37%	31%	35%	39%
7	-	-	45%	30%	35%	32%
8	-	-	-		36%	21%
All	56%	34%	53%	35%	43%	<u>37%</u>

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

East Harlem Scholars Academy achieved an overall Effect Size of **1.37**, exceeding its predicted level of performance on the state mathematics exam by **1.07**. In each grade tested in 2017-18, the Effect Size exceeded the goal of .3. The 4th grade Effect Size exceeded the goal by **1.88** and the 3rd grade Effect Size exceeded the goal by **1.53**.

At East Harlem Scholars Academy, in 3rd and 4th grade the goal was achieved. In 3rd grade the overall effect size is 1.83, which exceeded the goal by 1.53. In 4th grade the overall effect size is 2.18, which exceeded the goal by 1.88.

In grades 5-7 the goal was achieved in the 2017-2018 school year. In 5th grade the overall effect size was 0.86, in 6th grade the effect size was 0.9 and in 7th grade the effect size was 1.38.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	98.1	53	75.5	37.4	38.1	1.83
4	100.0	56	71.4	29.4	42.1	2.18
5	100.0	56	37.5	23.2	14.3	.86
6	98.8	82	36.6	22.7	13.9	.90
7	100.0	76	40.8	18.8	21.9	1.38
8	-	-	-	-	-	-
All	99.4	323	50.2	25.5	24.7	1.37

School's Overall Comparative Performance:
Higher than expected to large degree

ADDITIONAL EVIDENCE

Since 2015-16, the percent of our students assessed in the state mathematics exam who are economically disadvantaged has steadily increased from 77% to 99% in the 2017-18 school year. In each year, our students have achieved proficiency at a higher percentage than predicted including by **30 percentage points, or 130%** in 2016-17.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	77%	166	57%	34%	1.19
2016-17	3-6	98%	241	53%	23%	1.60
2017-18	3-7	99%	323	50%	26%	1.37

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

East Harlem Scholars Academy did not meet this goal - our mean growth percentile is **46**, 4 points below the target of 50. However, we exceeded the goal in 7th grade by 10 percentiles. There is also evidence of growth between the 2016-17 and 2017-18 school years, with an increase in our mean growth percentile of 5 percentiles.

At East Harlem Scholars Academy, in 4th grade the school did not meet the measure. The over mean growth percentile is 47.5, which 2.5 percentiles below the target of 50.

In the 2017-2018 school year, we did not meet this goal in grades 5 and 6. Falling short by 23 percentiles in 5th grade and just shy of the goal by 4 percentiles in 6th grade. We did meet and surpass the goal in 7th grade with a mean growth percentile of 60, 10 percentiles higher than 50th percentile goal.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.5	50.0
5	27	50.0
6	46	50.0
7	60	50.0
8	-	50.0
All	46	50.0

ADDITIONAL EVIDENCE

During the 2016-17 school year the mean growth percentile was 41.0. During the 2017-2018 school the mean growth percentile is 46.0, which is increase from the previous year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	49.5	45.0	47.5	50.0
5	46.5	25.0	27	50.0
6	-	53.0	46	50.0
7	-	-	60	50.0

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	-	-	-	50.0
All	48.0	41.0	46	50.0

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.

RESULTS AND EVALUATION:

East Harlem Scholars Academy has met this goal, with **21%** of students with an IEP achieving proficiency on the State Mathematics Arts Exam compared to **14%** of their district peers. Our students exceeded the expectations set by the district performance by **7 Percentage points**. Notably, our 3rd, 4th, and 7th grade students outperformed their district peers by 24, 19, and 18 percentage points, respectively.

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			
	Charter School Students with an IEP		All District Students with an IEP	
	Percent	Number Tested	Percent	Number Tested
3	50%	14	26%	223
4	36%	14	17%	230
5	10%	20	10%	219
6	6%	16	11%	219
7	27%	26	9%	223
8	10%	30	9%	155
All	21%	120	14%	1269

¹¹ Schools can acquire this data from the NYSED's Business Portal: portal.nysed.gov.

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.

RESULTS AND EVALUATION:

East Harlem Scholars Academy has met this goal, with **19%** of ELLs achieving proficiency on the State Mathematics Exam compared to **13%** of their district peers. Our students exceeded the expectations set by the district performance by **6 Percentage points**. Notably, our 3rd grade students outperformed their district peers by 22percentage points.

The middle school did not meet the goal for the number of ELL scholars at or above proficiency in comparison to the district for the 2018-2019 school year.

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	50%	6	28%	119
4	17%	6	9%	100
5	0%	1	14%	83
6	0%	4	11%	84
7	0%	4	2%	84
8	N/A	N/A	3%	31
All	19%	21	13%	501

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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
Absolute	Each year, the school's aggregate PI on the state's Mathematics 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.)	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

At East Harlem Scholars Academy, the school did not meet the goal of having 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Math Exam in 3rd and 4th grade.

The school met the absolute goal that 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. East Harlem Scholars Academy met this goal with a PI of **123**

The school met the comparative goal that 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. In both 3rd and 4th grade this goal was achieved. In 3rd grade 73% of students performed at or above proficiency on the State Mathematics Exam compared to 43% of all district students in the 3rd grade. In 4th grade, 52% of students performed at or above proficiency on the State Mathematics Exam compared to 38% of all

district students in the 4th grade. In both measures the 3rd and 4th grade exceeded the goal.

The school met the comparative goal that 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.) At East Harlem Scholars Academy, in 3rd and 4th grade the goal was achieved. In 3rd grade the overall effect size is 1.83, which exceeded the goal by 1.53. In 4th grade the overall effect size is 2.18, which exceeded the goal by 1.88.

The school did not achieve the growth goal 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.) At East Harlem Scholars Academy, in 4th, 5th and 6th grades at the school did not meet the measure. The overall mean growth percentile for all students is 46.1, which is about 4 percentiles below the target of 50.

At East Harlem Scholars Academy, the school did not meet the goal of having 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Math Exam in grades 5-8

The school met the absolute goal that 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. East Harlem Scholars Academy met this goal with a PI of **123**.

The school met the comparative goal that 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 in grade 7 and 8 but not in 5 and 6. In both 7th and 8th grade this goal was achieved with 3 percentage points above the district in 7th and 15 percentage points above the district in 8th. In 5th grade and 6th grade the school performed 4 percentage points below the district.

The school met the comparative goal that 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.) At East Harlem Scholars Academy, in grades 5-8, the goal was achieved. In 5th grade the overall effect size is 0.86, which exceeded the goal by 0.53. In 6th grade the overall effect size is 0.9, which exceeded the goal by 0.6. In 7th grade the effect size was 1.38, which exceeded the goal by 1.08. The data for 8th grade is not available at this time.

The school did not achieve the growth goal 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.) At East Harlem Scholars Academy, grades 4, 5 and 6 did not meet the measure but grade 7 did with a mean growth percentile of 56.

ACTION PLAN

In order to improve students' proficiency for the 2019-2020 school year, East Harlem Scholars Academy has invested in a rigorous assessment created by ANET, which directly aligns to Common Core standards and is nationally normed. This testing program provides the school with very detailed data that is broken down by areas of growth and strength around the state standards. Teachers used this data to create leveled math groupings and really guide their daily instruction and assessments.

Teachers will also use data collected through exit tickets and formative assessments in order to spiral review concepts during units and create strategic groupings. During the mathematics instructional blocks teachers will progress monitor student progress and provide real-time feedback to the scholars.

Fact fluency and CGI will continue to be components of the overall action plan for math. The push for greater fact fluency and mental math is also going to make a significant impact on students' proficiency levels. Additionally, the investment in the CGI program supports students with problem solving, application, and increasing strategies, which is a big area of growth for the school. The program increases students' ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies. We will continue to implement these strategies, given their positive impact.

On a whole school level, the Instructional coach, Dean of Instruction, and Assistant Principal, support teachers through regular in class observations, observation debriefs, co-planning meetings, coaching cycles, and Tier 2 interventions. Academic Interventionists continue to support students by utilizing 3 interventions. Growth is measured and shared continuously to keep teachers, scholars, and families aware of progress.

Based on these results we have made both structural and programmatic changes to the way we teach math in the middle grades. First, we have increased on minutes in the math classroom significantly by adding an additional 20 minutes of mathematics instruction to our Monday-Thursday schedule and increasing the Friday math block to 60 minutes from a previous rotation of 40 minutes. This means that scholars have an additional 120 minutes of math instruction weekly. Secondly, like mentioned earlier in the report, we are now using a combination of Engage NY (Grade 5) and Illustrative Math (grades 6-8). Finally, like with English Language Arts, we are partnering with the Achievement Network for professional development and our interim assessments and underwent an intensive summer coaching professional development course with Research for Better Teaching. Both initiatives have enabled the middle school to focus on priority standards and lesson alignment with those standards. As mentioned earlier in the report, we also have a shared math department chair, introduced in 2019-2020 and increased content-specific professional development by shortening the school day by 45 minutes. Finally, like aforementioned, we will be moving

the 5th grade back into the elementary school in 2020-2021 to support with what we believe to be more developmentally appropriate.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

East Harlem Scholars Academy utilizes Foss' Delta Science Kits to support its science curriculum. This K-4 program is aligned with the National Science Education Standards, and to New York State science standards. This year we have worked to align our curriculum to the New York State pacing.

In order to meet the lab requirements for the Living Environment Regents course we increased the daily science instructional minutes from 40 minutes to 60 minutes. In addition, we added in an additional 40 minute block on Fridays which we did not have previously. We adapted the New Visions Living Environments curricula and frequently used released Regents questions for weekly assessments.

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 Academy met this goal with **78%** of students in at least their second year performing at or above proficiency, exceeding the goal by 3 percentage points.

At East Harlem Scholars Academy, the goal was achieved. In 4th grade **78%** of students in at least their second year performing at or above proficiency, exceeding the goal by 3 percentage points. Teachers utilized effective practices such as hands-on experiments, higher order critical thinking skills, and making real work connections with scientific discovery.

In grade 8 the goal was not achieved but the pass rate of 70% set a solid foundation for future years.

Charter School Performance on 2018-19 State Science Exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	78%	50
8	-	-
All	78%	50

ADDITIONAL EVIDENCE

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

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

Since the 2016-17 school year, East Harlem Scholars Academy 4th graders enrolled in at least their second year have met the goal of 75% performing at or above proficiency every year.

At East Harlem Scholars Academy, although the goal of 75% was achieved, there was a decline of 15% percentage points from 2017-2018.

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 Proficient	Number Tested	Percent Proficient	Number Tested
4	83%	41	93%	55	78%	50
8	-	-	-	-		
All	83%	41	93%	55	73%	100

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 did not meet this goal. **73%** of 4th and 8th graders who took either the 4th grade science exam or the Living Environment Regents performed at proficiency compared to **76%** of their district peers. However, **68%** of our 8th graders performed at proficiency on the Living Environment Regents exam, outperforming their district peers by **13 percentage points**.

At East Harlem Scholars Academy, in 4th grade 78% of students in at least their 2nd year scored proficient. This is 5 percentage points lower than the district, which is 83%. In 4th grade our school fell short of the goal.

In 8th grade 70% of scholars who were eligible for the Living Environment Regents Exam, passed the exam, which is 15 percentage points higher than the district.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹³	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	78%	50	83%	868
8	68%	50	55%	285
All	73%	100	76%	1153

ADDITIONAL EVIDENCE

In 2017-2018, in 4th grade, our school exceeded the district by 7 percentage points. In 2016-2017 our 4th grade did not exceed the district proficiency of 86%.

The 2018-2019 results for the Living Environment Regents set a baseline for us for future years. We look forward to meeting and surpassing this baseline moving forward.

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
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¹³ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	83%	86%	93%	86%	78%	83%
8					68%	55%
All	83%	86%	93%	86%	73%	76%

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
	[Write in optional measure here]	

At East Harlem Scholars Academy, the absolute goal was achieved that 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. At our school, in 4th grade, **78%** of students in at least their second year performed at or above proficiency, exceeding the goal by 3 Percentage points.

At East Harlem Scholars Academy, the comparative goal was not achieved that 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. At our school, we fell short of the district wide percent proficiency by 5 percentage points.

At East Harlem Scholars Academy, the absolute goal was not achieved, with 68% pass rate for the Living Environment Regents.

At East Harlem Scholars Academy, the comparative goal was achieved this year with 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. At our school, we outperformed the district by 13 percentage points on the Living Environments Regents.

ACTION PLAN

At East Harlem Scholars Academy, in the 4th grade, 78% of students performed at or above proficiency measure. In order to reach the proficiency goal, our school will continue to expose scholars to hands on experiments as well as teach students to write rigorous science lab reports. The number of minutes scholars will receive science instruction will increase in grades 3-5. In addition, the school will provide more support to scholars with special needs or scholars who are English Language Learners to ensure that they can also be more

successful.

During the 2020-2021, East Harlem Scholars Academy will be implementing a new science curriculum, PhD Science. This curriculum is based on the new science standards and is designed to develop students to critically think about the world and make technological and scientific connections. Likewise, in grades 3-5, the Science teacher will receive coaching and support from our schools Instructional Coach and Assistant Principal, to implement effective instructional strategies, develop high order thinking questioning strategies, and cross curricular connections.

In grade 8, one unanticipated obstacle with our first round of Regents testing were the requirements students needed to sit for the exam. These requirements included number of minutes for the course and completed laboratory experiment minutes per scholar. As a result of learning the ins and outs of this in our first year of implementation, we increased the instructional minutes in this course by 50 minutes each week and began tracking mandatory lab completion much earlier in the course than we did in 2018-2019. These two changes should enable more scholars to be eligible to sit for the exam which is one goal we have for next year.

GOAL 4: ESSA

Goal 4: ESSA

For middle school grades 5-8, there will be no more than 7 individual students suspended.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

There were **24** individual students suspended, with a total of **28** suspensions for the year.

ADDITIONAL EVIDENCE

The middle school has been in good standing during each year of the accountability period with out-of-school suspensions at the following rates: 4 suspensions in 2016-2017, 14

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

suspensions in 2017-2018 and 24 suspensions in 2018-2019. It is worth noting that the unique suspension rate is much lower indicating that the majority of suspensions were for less than 10% of the student body.

Accountability Status by Year

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

GRADE	STUDENTS SUSPENDED BY GRADE LEVEL AND SCHOOL YEAR		
	2016-17	2017-18	2018-19
KINDERGARTEN		0	0
1		0	3
2		0	2
3		0	1
4		3	1
5	0	5	9
6	4	1	1
7	-	8	7
8	-	-	7
OVERALL			31

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

We administered the survey through the Department of Education by sending home the instructions with scholars and opening a response window of two weeks.

RESULTS

Unfortunately, the sample size of families was too small and not significant enough to report out on.

2018-19 Parent Satisfaction Survey Response Rate

Goal S: Absolute Measure

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

METHOD

Scholar enrollment is tracked on ATS and monitored through PowerSchool. When a family chooses to disenroll, they are offered an exit interview through a written form.

RESULTS

There were 523 students enrolled in 2017-18 as of October 04, 2017. No students graduated from East Harlem Scholars Academy in 2017-18, as the school expanded the grade levels offered from PreK-7 to PreK-8 in 2018-19. Of the 523 students enrolled in 2017-18, 466 of those students returned in 2018-19 and were enrolled on October 03, 2018, resulting in a Retention Rate of **89%**.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in	Number of Students Who Returned in	Retention Rate 2018-18 Re-enrollment ÷
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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	2017-18	2018-19	(2017-18 Enrollment – Graduates)
523	N/A	466	89.1%

EVALUATION

East Harlem Scholars Academy did not meet this goal. Our Retention Rate for the 2018-19 school year is **89%**, 1 percentage point short of the goal of 90%. However, considering the Retention Rate of East Harlem Scholars Academy throughout its Accountability Period, we have met this goal in both 2016-17 and 2017-18 with 90%.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	90%
2017-18	90%
2018-19	89%

Goal S: Absolute Measure

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

METHOD

East Harlem Scholars Academy 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 had an overall attendance rate of **94%** for the 2018-19 school year for grades 1-8.

The middle school collects attendance data each morning between 8:00-8:15. After advisors take attendance in the morning, every absent scholar's family is called immediately to inquire about their attendance to school and reason for being absent. By 10am each day, there is a full report sent to the entire faculty and network team with attendance percentages and scholars who are absent and why. Attendance data and our attendance goal, are shared with families on a bi-weekly basis through our family communiqué. Attendance data is also recorded on the report card and progress reports and scholars with more than 10 absences must meet with our school social work team to discuss the repercussions of absenteeism and use the time to provide support and interventions if needed.

2018-19 Attendance

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION

East Harlem Scholars Academy has not met this goal. Our daily attendance rate for the 2018-19 school was **94%**, narrowly missing the goal of 95% by 1 Percentage point. It is worthy to note, however, that 5th and 6th grade did meet the goal of 95% attendance and that 8th grade exceeded this goal with an average daily attendance rate of 96%.

The school has met its 95% daily attendance goals in graded 5-8 in the 2018-2019 school year.