

East Harlem Scholars Academy II CHARTER SCHOOL

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

By East Harlem Scholars Academy II
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Elah Lazin, Network Director of Curriculum and Instruction, and Sarah Caney, Deputy Superintendent, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Nick West has served as the Principal since July 2017.

INTRODUCTION

East Harlem Scholars Academy II opened in August, 2013 with 106 students in grades K-1. Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy II is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

54% of East Harlem Scholars Academy II students identify as Hispanic. 32% of students identify as African American, 1% of students identify as White, 1% identify as Pacific Islander, 3% of students identify as Asian, 9% identify as mixed racial or other. 82% of students are eligible for free and reduced lunch. 14% of students qualify for ELL services and 15% of students receive Special Education services.

East Harlem Scholars Academy II is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP, East Harlem Scholars Academy and East Harlem Scholars Academy II are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century workforce and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest

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potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy II embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy II strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars Academy II has two teachers in each classroom of 24-28 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy II has a longer school day (7:45 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (183 days) than the district public schools. East Harlem Scholars Academy II has a shortened student schedule on Friday (7:45 a.m. to 1:15 p.m.) in order to provide staff with professional development and time to plan using weekly and quarterly data.

Students have 175-180 minutes of ELA instruction and 85-90 minutes of math instruction daily. The extended day and year also allows students at East Harlem Scholars Academy II to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

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Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy II that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*¹.

East Harlem Scholars Academy II views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy II draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful family involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

The following table shows the end of the year enrollment.

School Enrollment by Grade Level and School Year											
School Year	PK	K	1	2	3	4	5	6	7	8	Total
2012-13	--	--	--	--	--	--	--	--	--	--	--
2013-14	--	66	50	--	--	--	--	--	--	--	116
2014-15	--	69	57	59	--	--	--	--	--	--	185
2015-16	18	55	55	57	53	--	--	--	--	--	220
2016-17	52	54	58	54	56	50	--	--	--	--	324

¹ <http://www.nsdc.org/standards/>

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

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy II allocating up to 180 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. English Language Arts (ELA) instruction has the support of the Director of Curriculum and Instruction, Reading Specialist, and the ELL Specialist. They all work together to differentiate instruction, in order to meet the needs of all learners. In addition, East Harlem Scholars Academy II works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children as well as reading comprehension skills.

The ELA program choices at East Harlem Scholars Academy II include research-based curricula that rest its foundations on those components and methods of instruction that research has shown to be most effective for literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills.

Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy II provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices. Our third grade scholars also have the opportunity to enroll in our Saturday Academy program, which is a

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free 10-week program where they receive targeted small group instruction that is geared to their ELA and math needs.

For ELA, East Harlem Scholars Academy II used *Wonders* by McGraw-Hill, a research-based reading program aligned with Common Core State Standards (CCSS) during the 2016- 2017 school year. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The *Wonders* ELA program supports teachers and school leaders in achieving the goals for college and career readiness for all students. *Wonders* exposes students 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.

Kindergarten used Making Meaning as their ELA curriculum during the 2016-2017 school year, which teaches critical reading comprehension skills as well as social development through rich literature that is relevant and applicable to students' lives. Kindergarten used this curriculum because this is the first year of school for many of our students and in addition to learning key academic skills they also need to learn social skills and structures that help them to be successful in school around other children all day. Making Meaning encourages collaboration, respectful disagreement and ownership of learning.

[1] Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

[2] Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press.

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 assessment to students in 3rd through 7th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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2016-17 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	1	0	0	2	55
4	46	2	0	0	2	50
5	--	--	--	--	--	--
6	--	--	--	--	--	--
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	98	3	0	0	7	105

RESULTS

29% of 3rd and 4th graders scored proficient or advanced in 2016-2017. In 2015-2016 0% of scholars scored advanced compared to 4% in 2016-2017. Out of the 15 third grade scholars who scored proficient, 13 were in at least their second year.

Performance on 2016-17 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	29%	52	30%	44
4	28%	46	31%	36
5				
6				
7				
8				
All	29%	98	31%	80

EVALUATION

East Harlem Scholars Academy II'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 45% for third graders in at least their second year and by 44% of 4th graders in at least their second year. Internal interim assessments that are aligned to grade-level Common Core standards and issued quarterly throughout the year have indicated that most students are reading on or approaching grade level. However, a majority of students did not demonstrate proficiency on the state exam. Students demonstrated higher levels of reading

² 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.

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mastery on other diagnostic tools but were unable to translate this level of comprehension to their performance on the standardized test.

East Harlem Scholars Academy II did not meet its goal of 75%. However, students' performance was higher than our flagship school in their second year of testing, which indicates that we have grown from lessons learned across the network of schools. Only 10% of East Harlem Scholars Academy students in the first testing cohort (2013-14) scored proficient in their second year, compared to 33% of East Harlem Scholars Academy II students in the first testing cohort (2015-16).

Several factors contributed to both the strengths and areas for growth in student performance. Strategies that contributed to positive growth patterns include test preparation techniques and strategies, hiring new staff positions devoted to intervention and support for ELL students, high impact instructional strategies, and data analysis. Factors that contributed to us not meeting our goals include fidelity of curriculum implementation and pacing and the need for internal assessment revisions so that we can better track students' needs. For the 2017-18 school year, we have developed a comprehensive strategic plan to address these factors. This includes an audit and revisions to our internal interim assessments, data cycles aligned to proficiency gaps from the 2016-17 performance data, and a streamlined curriculum aligned to the Common Core and the rigor expectations of the NYS Math & ELA exams.

ADDITIONAL EVIDENCE

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			38%	40	30%	44
4					31%	36
5						
6						
7						
8						
All	--	--	38%	40	29%	80

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

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METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

RESULTS

The Performance Level Index (PLI) for this year is 95, as calculated below.

English Language Arts 2016-17 Performance Level Index					
Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
	27	45	25	4	
PI	=	45	+ 25	+ 4	= 74
			25 + 4	= 29	
			PLI =	103	

EVALUATION

East Harlem Scholars Academy II scored a PLI of 103, which is below the English Language Arts 2016-17 PLI of 111 by 8 points.

Scholars Academy II collaborated with a reading and ELA consultant that supported the development of Common Core aligned lessons for grades K-4. In addition, Scholars Academy II hired an Academic Interventionist to support instruction in grades 1-4. Also, one ongoing goal is to continue to develop staff in order to support our growing population of students with special needs and English Language Learners (ELL) through in house and outside professional development.

Though we implemented a variety of instructional practices and test taking strategies throughout the year to support our scholars as they entered their first year of NY State Exams, we can do more to design more efficient and effective system to develop a comprehensive program that provides students opportunities to practice test taking strategies. To this end, we implemented a new ELA curriculum, McGraw Hill's *Wonders*, as well as add an additional academic interventionist for the 2017-2018 school year.

Goal 1: Comparative Measure

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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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.⁴

RESULTS

Of the 80 East Harlem Scholars Academy II third and fourth grade students in at least their second year that were tested, 30% of third graders were proficient on the ELA Exam, compared to the 36% proficiency of their 886 district peers. In fourth grade, 31% of students were proficient on the ELA exam compared to 35% of their 889 district peers.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	30%	44	36%	886
4	31%	36	35%	889
5				
6				
7				
8				
All	31%	80	36%	1,775

EVALUATION

The students fell short of the aggregate district performance by 5% for grade 3. Compared to the first testing cohort at our first school's, East Harlem Scholars Academy, the first testing cohort at East Harlem Scholars Academy II performed much higher. Only 10% of East Harlem Scholars Academy students in the first testing cohort (2013-14) scored proficiently compared to 33% of East Harlem Scholars Academy II students in the first testing cohort (2015-16) and 35% in their second testing cohort (2016-2017). This comparison point highlights shared best practices across schools as our flagship school has significantly improved its performance; however, our plan for the 2017-18 school year will be to better systematize this collaboration so that East Harlem Scholars Academy II

⁴ 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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staff will see more sustained development of viable strategies that lead to students meeting and exceeding performance goals.

ADDITIONAL EVIDENCE

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	3 rd Grade	4 th Grade
Success Academy, Harlem 1	87%	89%
Harlem Prep	48%	28%
D.R.E.A.M. Charter School	62%	48%
Amber Charter School	53%	75%
East Harlem Scholars Academy	59%	55%

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3			38%	38%	30%	36%
4					31%	35%
5						
6						
7						
8						
All			38%	38%	29%	36%

East Harlem Scholars II 3rd and 4th graders scored slightly less than the students in the local district. Our strategic plan for the 2017-18 school year includes a revision of our Interim Assessments, ELA curricula, and intervention strategies to ensure that East Harlem Scholars Academy II students meet or exceed the performance of students in local district schools.

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.

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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 2015-16 report analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

On the 2015-2016 NYS ELA Exam, East Harlem Scholars Academy II nearly made the 0.30 benchmark. The 3rd grade performed lower than expected with an overall effect size of 0.23, however the percent of students at levels 3 and 4 was 4% higher than the predicted 29%.

2015-16 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	88%	49	33%	29%	4%	.23
4						
5						
6						
7						
8						
All	88%	49	33%	29%	4%	.23

School’s Overall Comparative Performance:

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 report analysis is not yet available.

EVALUATION

In regards to the 2015-2016 NYS ELA results the regression model predicted 29% of students would be proficient. Of the 3rd graders in East Harlem Scholars Academy II, 33% achieved proficiency compared to the 20% predicted score. The effect size is 0.23, which means the school is performing higher than expected; on average, students scored 4% higher than expected. Overall, the school did not meet the 0.30 effect size measure. Although we narrowly missed the 2015-16 benchmark, the first testing cohort at East Harlem Scholars Academy II scored significantly higher than the first

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testing cohort at our flagship school. This speaks to our school's commitment to learning from past lessons across our organization, and sharing best practices. Similar to our flagship school, we strategically resource our staffing to meet the needs of our students; for example, we have hired an academic intervention team that includes a Reading Specialist, ELL Specialist, and Academic Intervention Specialists. Additionally, we have also adopted the Guided Reading curriculum developed by our flagship school to increase students' reading fluidity and increase the frequency with which they interact with complex texts.

Factors that contributed to our overall growth in scores were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. Additionally, a Core Work targeted instruction block was implemented in order to review standard-aligned skills. Key areas that we will address in the coming year in response to our growth areas include increased collaboration between our content-area coaches and our teaching staff, revised internal assessment predictors aligned to state-released test items, and a rigorous professional development series targeted to standards-aligned teaching, assessment, and evaluation of student needs.

ADDITIONAL EVIDENCE

Out of 52 third grade students at East Harlem Scholars Academy tested in 2015-2016, 33% were proficient in ELA.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	N/A					
2014-15	N/A					
2015-16	3	88%	49	33%	29%	.23

Goal 1: Growth Measure⁵

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 state's unadjusted median growth percentile.

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁶

RESULTS

2015-2016 was East Harlem Scholars Academy II's first time testing our founding cohort 3rd grade scholars, thus there is no testing data prior to 2015-2016 and there was no 4th grade prior to 2016-2017.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION

2015-2016 was East Harlem Scholars Academy II's first time testing our founding cohort 3rd grade scholars, thus there is no testing data prior to 2015-2016 and there was no 4th grade prior to 2016-2017.

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

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

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Goal 1: Optional Measure

Each year, 80 percent of students K-4 will perform at or above the 50th percentile on the MAP exam

METHOD:

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in Kindergarten, first, second and third grades. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

RESULTS:

The table below shows the results of the MAP in the spring of 2016, and provides a summary of performance.

Reading MAP Results Spring 2017

Grade	Number Tested	Number of Students in the 50 th percentile or higher	Percentage of Students in the 50 th percentile or higher	Target for Percentage of Students in the 50 th percentile or higher	Target Achieved
K	52	15	29%	80%	NO
1	54	16	30%	80%	NO
2	52	16	31%	80%	NO
3	55	21	38%	80%	NO
4	42	20	48%	80%	NO

EVALUATION:

In 2016-2017, East Harlem Scholars Academy II did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year and highlight key needs in ELA, the administration of this exam, specifically in lower grades, presented various logistical and other challenges that had potentially negative impact on the results. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

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To improve these scores for the 2017-2018 school year, East Harlem Scholars Academy II plans to include more professional development for teachers related to data analysis for the purpose of developing academic interventions. Teachers will include more opportunities for computer-based activities to support the student's ability to perform tasks needed for this assessment. Students who score below benchmark levels on MAP assessments will be identified and supported by the Student Support Team. This team which meets every week to discuss the implementation of interventions to support student outcomes. Student progress is tracked and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

ADDITIONAL EVIDENCE:

MAP Reading Rasch Unit (RIT)

	K	1	2	3	4
Mean RIT	151	168.3	179.7	196.2	203.3
Norm RIT	158.1	177.5	188.7	198.6	205.9

The RIT Scale is a norm-referenced scale that uses individual item difficulty values to estimate student achievement. In the spring of 2017, scholars on average were close to the norm Reading RIT in all grades. In 3rd and 4th grade scholars were only 2.5 under the norm RIT on average.

Goal 1: Optional ELA Measure

Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

METHOD:

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students

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when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

RESULTS:

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2017.

Fountas & Pinnell Results Spring 2016

Grade	Number Tested	Number of students who achieved over one grade level of growth	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	56	20	36%	80%	NO
1	58	30	52%	80%	NO
2	54	6	11%	80%	NO
3	55	4	7%	80%	NO
4	49	16	33%	80%	NO
Total	272	130	28%	80%	NO

Fountas & Pinnell Average Level of Growth 2016

Grade	Number Tested	Average Level of Growth
K	56	0.74
1	58	0.96
2	54	0.53
3	55	0.53
4	49	0.80
Total	272	0.71

EVALUATION:

In 2016-2017, East Harlem Scholars Academy II did not meet this goal in all grades. Overall, 28% of students achieved over one grade level of growth. However, some students came in behind grade level and showed significant growth over the course of the year after receiving intervention support

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and targeted instruction from their classroom teachers. Additionally several scholars started as late Quarter 4, (this is especially seen in 2nd grade) and thus these scholars were not available for BOY (Beginning of Year) testing and could not be evaluated throughout the school year. The chart above indicates that the average level of growth was higher than 0.5 in all grades with a school average of 0.71. This indicates that on average East Harlem Scholars Academy II scholars grew at least one half-level. Furthermore, 14% of students qualify for ELL services and 15% of students receive Special Education services.

ADDITIONAL EVIDENCE:

No additional evidence is available.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although East Harlem Scholars Academy II did not achieve all goals, in most areas we showed overall growth and have a strategic plan for further progressing to meeting goals in the 2017-18 school year.

This year marked East Harlem Scholars Academy II's second NY State testing cohort. Our lead cohort began first grade with us during the 2013- 2014 school year and did not attend our school for Kindergarten. Over 20% of this cohort began their first grade year with us unable to recognize letters. During their time with us, they have shown considerable growth and have come close to meeting set goals. For example, East Harlem Scholars Academy II scored a PLI of 103, which is a few points below the English Language Arts 2016-17 PLI of 111. Compared to the local district, East Harlem Scholars Academy II also scored just below the local average of 38%. Lastly, since this is only our second testing cohort, East Harlem Scholars Academy II will use this data to help address our weaknesses. However, compared to the achievement of the first and second testing cohorts at our flagship school East Harlem Scholars Academy, East Harlem Scholars Academy II scored significantly higher. Only 10% of East Harlem Scholars Academy students in the first testing cohort (2013-14) achieved proficient compared to 33% in 2015-2016 and 29% in 2016-2017.

Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goals. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
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.	Did not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the	Did not Achieve

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	state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Did not Achieve
MAP	Each year, 80 percent of students K-3 will perform at or above the 50th percentile on the MAP exam.	Did not Achieve
Fountas & Pinnell	Each year, 80% of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Did not Achieve

ACTION PLAN

The results of our English Language Arts (ELA) goals suggest that although we have more to accomplish, we have a solid foundation to continue to strive for success. We are putting in place the appropriate systems and structures to support high-quality instruction to maximize student learning and will continue to promote a culture of academic excellence to guide each student to achieve his or her fullest academic potential.

Our students will continue to receive over two hours of ELA instruction daily, along with additional time for reading, listening and oral communication skills integrated throughout other subjects during the instructional day.

In order to support with the implementation of our curriculum and to continue to provide our staff with strategic development around ELA curriculum and instruction, our ELA coach will provide strategic support to our team during the 2017- 2018 school year. We will also add an additional academic interventionist role to continue to support students in need of additional small group, individualized support. The schools will assign support staff to each grade level to provide remedial instruction and interventions to scholars who needed more targeted instruction at least twice a week. They will continue to implement a clear "Criteria for Success" component in guided reading blocks that drive instruction and assessment and provide ongoing professional development, observations and coaching in this area throughout the school year.

Additionally, we plan to make targeted revisions to our ELA Interim Assessments so that we can better track and respond to student needs throughout the year. After conducting an audit of our Interim Assessments in relation to the state exam, we found a significantly lower correlation (.58) with our ELA Interim Assessments than within our Math Interim Assessments (.89.) These differences were apparent in the differences between our achievement levels.

In an effort to streamline our ELA program while still providing differentiated and rigorous instruction we will use McGraw Hill's English Language Arts curriculum, Wonders, during the 2017-2018 school year. Wonders is a comprehensive K-6 ELA/English Language Development (ELD) program, designed specifically to prepare scholars with the skills needed to master the Common

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Core State Standards for Reading and Language Arts. By combining research-based instruction with resources for ELL students, and technology integration, lessons are designed to provide an experience tailored to each individual student.

In the 2017-2018 school year, we will continue to use Lucy Calkins' Writers Workshop curriculum in concert with *Step Up to Writing* curriculum to instruct our scholars in writing. We combined the two curricula to create units of study that will afford our students with the opportunity to fully develop skills within the three modes of writing: narrative, persuasive, and expository. We will continue to use this framework to incorporate three basic lesson structures – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures will support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies. Additionally, we will provide students with more opportunities throughout the year to practice responding to prompts during our Close Reading block before the end-of-year assessments. These changes, in addition to key changes made last year, will allow for more thematic, continuous writing instruction and support teachers' capacity to target critical need areas.

During the 2014- 2015 school year, the school began using i-Ready during ELA and Math centers for all scholars and continued its use during the 2015- 2016 and 2016-2017 school years. This is an online program that combines adaptive diagnostic assessments and individualized instruction for reading and math. We additionally created an i-Ready morning intervention block to support our scholars identified in need of tier 1 and 2 intervention based on their diagnostic assessments. The program's growth reports showed impressive gains at East Harlem Scholars Academy II over the national average, and students using i-Ready as an intervention program saw an even larger increase in student achievement. We plan to continue using i-Ready this upcoming year in a similar manner. To build on the success of its use we plan to continue to develop teachers on using the data to strategically support and enrich our students.

School-wide success is dependent on the strength of early reading programs, and our Pre-K classrooms have shown positive outcomes. Scholars Academy II added two Pre-K classes to the program, which allows us to serve a total of 54 students. With a strong focus on developing social-emotional skills and learning through developmentally appropriate play, our Pre-K program supports school readiness. This year, Scholars Academy II was independently evaluated using the Classroom Assessment Scoring System (CLASS) and scored a 6.8/7 in the areas of Regard for Student Perspective and Instructional Learning Formats, which is higher than the NYC average of 5.5/7. Another highlight of this 2016-17 year is that 72% of Scholars Academy II Pre-K students are meeting the reading and math standards of the Pre-K Foundation for the Common Core as measured by our authentic assessment system, Teaching Strategies Gold (TSG). Our students demonstrated pre-emergent reading skills as measured by both TSG observational assessments and the Concepts About Print assessment. According to TSG alphabet assessments, our Pre-K students also recognize more than 40 uppercase and lowercase letters. Our Pre-K scholars entered Kindergarten demonstrating social-emotional readiness and the beginning academic skills that will prepare them for success.

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Finally, no strategic plan would be complete without a comprehensive support system for instructional leaders and teachers. Our Instructional Leadership Team meets weekly, and engages in professional development to learn best practices in literacy instruction, then collaborates to coach teachers to better address students' growth areas. Additionally, every teacher is observed weekly and receives written feedback, as well as engages in 1:1 check-ins with their manager biweekly to receive more individualized instructional guidance. All staff members will participate in weekly professional developments on Friday afternoons, including data cycles, curriculum dives, and lesson study. As a result, staff members will receive support from leadership in evaluating students' progress and responding to skill and content gaps in a timely manner.

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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 participate in over 90-100 minutes of math daily. The school uses EngageNY.org to deliver rigorous mathematics instruction. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy II 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.

East Harlem Scholars Academy II emphasizes data collection and effective instructional practices. Assessments include *EngageNY.org exit tickets, mid-module assessments, end-of-module assessments, interims assessments, and fact fluency quizzes*. The Director of Curriculum and Instruction (DCI) created interim assessments based on common core standards and taught material. During professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

The DCI works very closely with the teachers in planning sessions, observations, and coaching cycles. Teachers also receive feedback to their weekly lesson plans on how to make the math instruction more hands, exploratory, and student led.

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 and 4th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	53	1	0	0	1	55
4	45	1	0	0	3	49
5						
6						
7						
8						
All	98	2	0	0	4	104

RESULTS

On the 2016-2017 Math Exam, 40% of East Harlem Scholars Academy II 4th grade students scored as proficient. And 43% of 3rd grade students scored as proficient. However, 39% of East Harlem Scholars Academy II 3rd grade students in at least their second year scored as proficient.

Performance on 2016-17 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	43%	53	42%	45
4	40%	45	43%	35
5				
6				
7				
8				
All	42%	98	43%	80

EVALUATION

The school fell short of the specified measure with 43% for students in at least their second year. However, this is 7% higher than our first testing cohort in 2015-2016, then at 36%. Compared to our first school, East Harlem Scholars Academy, East Harlem Scholars Academy II performed slightly higher. Only 33% of East Harlem Scholars Academy students in the first testing cohort (2013-14) scored proficiently compared to 36% of East Harlem Scholars Academy II students in the first testing cohort (2015-16).

ADDITIONAL EVIDENCE

Not applicable.

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.

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Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			39%	41	43%	53
4					40%	45
5						
6						
7						
8						
All			39%	41	42%	98

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

RESULTS

The Performance Level Index (PLI) for this year is 115, as calculated below

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	33	22	19

$$\begin{array}{rcl}
 \text{PI} & = & 33 + 22 \\
 & & 22 + 19 \\
 & & \quad = \quad 41 \\
 & & \text{PLI} = 115
 \end{array}$$

EVALUATION

East Harlem Scholars Academy II exceeded the Performance Level Index (PLI) of 109 by 6 points.

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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Several factors contributed to student performance. Alongside strategic math planning and instruction in an effort to meet the needs of our students, Scholars Academy II instituted a 10-week Saturday School Academy program where scholars worked in targeted groups to address their academic needs based on the Common Core State Standards. During winter recess, we offered targeted tutoring to scholars who were approaching the grade level benchmarks. Finally, math standards were spiraled through additional content areas in order to provide scholars with additional opportunities to experience a given standard within different content areas.

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.⁹

RESULTS

Of the 98 East Harlem Scholars Academy II students tested in at least their second year, 42% were proficient on the third and fourth grade math exam, compared to the 36% proficiency of their 1,799 district student peers.

2016-17 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	43%	53	39%	902
4	40%	45	33%	897
5				
6				
7				
8				
All	42%	98	<u>36%</u>	1,799

⁹ 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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EVALUATION

East Harlem Scholars Academy II 3rd and 4th graders who are enrolled in at least their second year scored equivalently with the aggregate district performance. As this is East Harlem Scholars Academy II's second testing cohort, it is significant that our scholars that are at least in their second year are performed at or above the mean achievement level of established schools in all districts. East Harlem Scholars Academy II expects to continue our positive growth pattern and exceed the district average in future years.

ADDITIONAL EVIDENCE

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	3 rd Grade	4 th Grade
Success Academy, Harlem 1	99%	98%
Harlem Prep	54%	35%
D.R.E.A.M. Charter School	74%	68%
Amber Charter School	62%	39%
East Harlem Scholars Academy	78%	66%

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3			39%	37%	44%	39%
4					43%	33%
5						
6						
7						
8						
All			39%	37%	44%	36%

Our 3rd and 4th grade students who stayed at East Harlem Scholars Academy II for at least 2 years exceeded the local district average proficiency by 8%. This is impressive because it is our second testing cohort with students that did not attend Kindergarten at our school and came in to our school below grade level expectations. Compared to our first school, East Harlem Scholars Academy, East Harlem Scholars Academy II performed slightly higher. Only 33% of East Harlem Scholars Academy students in the first testing cohort (2013-14) scored proficiently compared to 36% (39% at least their second year) of East Harlem Scholars Academy II students in the first testing cohort (2015-16). Furthermore, we are scoring slightly higher than more established schools in our district, which is noteworthy.

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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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In regards to the 2015-2016 NYS math results the regression model predicted 31% of students would be proficient. East Harlem Scholars Academy II outperformed that prediction; 36% of 3rd achieved proficiency, which is a 5% difference. The effect size is .59, which means the school is performing higher than expected. Contributing factors were increased familiarity and alignment with the Common Core State Standards, as well as testing preparation. A daily Core Work targeted instruction block was also implemented in the 2016-17 school year in order to provide students with additional review and practice of standard-aligned skills.

2015-16 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	88%	50	36%	31%	5%	.59
4						
5						
6						
7						
8						
All	88%	50	36%	31%	5%	.59

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EVALUATION

In regards to the 2015-2016 NYS math results the regression model predicted 31% of students would be proficient. However, 36% of 3rd graders in East Harlem Scholars Academy achieved proficiency, which is a 5% positive difference. The effect size is .59, which means the school is performing higher than expected. Contributing factors were an increased familiarity and alignment with the Common Core State Standards and the addition of classes specifically targeted to high-leverage math literacy skills.

Additionally, we revised our Mathematics Interim Assessments for the 2016-17 school year; a data analysis shows the correlation between our IAs and the state exam to be highly significant (.85 or above for both grade levels.) This allowed teachers to respond appropriately to student needs in the classroom.

ADDITIONAL EVIDENCE

Out of 50 third grade students at East Harlem Scholars Academy tested in 2015-2016, 36% were proficient in math. Because 2015-2016 was our first testing cohort there is no effect size to compare it to. However, compared to East Harlem Scholars Academy's first testing cohort, East Harlem Scholars Academy II is performing and scoring significantly higher in our first testing cohort.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16	3	88%	50	36%	31%	.59

Goal 2: Growth Measure¹⁰

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 state's unadjusted median growth percentile.

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹¹

East Harlem Scholars Academy II did not test 4th grade in 2015-16 as we only had Kindergarten to 3rd grade.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION:

East Harlem Scholars Academy II did not test 4th grade in 2015-16 as we only had Kindergarten to 3rd grade.

ADDITIONAL EVIDENCE:

East Harlem Scholars Academy II did not test 4th grade in 2015-16 as we only had Kindergarten to 3rd grade.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 2: Optional Measure

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

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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 state's unadjusted median growth percentile.

METHOD:

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in Kindergarten, first, second, third, and fourth grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

RESULTS:

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

Math NWEA MAP Results Spring 2017

Grade	Number Tested	Number of Students in the 50 th percentile or higher	Percentage of Students in the 50 th percentile or higher	Target for Percentage of Students in the 50 th percentile or higher	Target Achieved
K	51	12	24%	80%	NO
1	58	15	26%	80%	NO
2	55	14	26%	80%	NO
3	56	17	30%	80%	NO
4	47	18	38%	80%	NO

EVALUATION:

In 2016-2017, East Harlem Scholars Academy did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the fourth year in which students saw or took an exam of its format. This did not set students up for success, as they had to learn how to navigate the format while being assessed on academic skills and content; in the coming year, we will teach students how to navigate computer-based assessments in advance. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

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To improve these scores for the 2017-2018 school year, East Harlem Scholars Academy II plans to include more professional development for teachers on how to use MAP data to identify trends for the purpose of developing academic interventions. This will also provide teachers with information they can use to adapt their lesson plans—for example, it will help them target standards that should be re-taught and assessed across multiple units. Teachers will also include more opportunities for computer-based activities that support student ability to perform tasks needed for this assessment. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

SUMMARY OF THE MATHEMATICS GOAL

The school was able to achieve its Performance Level Index (PLI) on the State Mathematics Exam as well as exceed the performance of local school district school in the number of proficient students. However, we did not achieve the absolute measure nor our optional MAP or optional math interim assessment goals. Since this is our first testing cohort, this is our first year gathering data about the New York State exams. Furthermore, while our students did not reach our goal of 80% mathematics mastery by the end of the year, they showed significant growth since the beginning of the year. Furthermore, compared to our first school, East Harlem Scholars Academy, East Harlem Scholars Academy II scored slightly higher. At our flagship school, East Harlem Scholars Academy, 33% of students in the first testing cohort (2013-14) scored proficiently compared to 36% of East Harlem Scholars Academy II students in the first testing cohort (2015-16). Furthermore, East Harlem Scholars Academy II's first testing cohort was 2% higher than the local district and scored on par with the all district schools, which is a significant accomplishment.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district 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 state's unadjusted median growth percentile.	Not Applicable
MAP	Each year, 80 percent of students K-4 will perform at or above the 50th percentile on the MAP exam.	Did not Achieve
Math Interim Assessment	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and the NY State Standards	Did not Achieve

ELEMENTARY AND MIDDLE SCHOOL GOALS

Goal 2: Optional Measure

Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

METHOD

East Harlem Scholars Academy II created its own internal end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. Objectives on the assessments were tracked according to student mastery.

RESULTS:

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2017, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2016

Grade	Number Tested	Average Mastery of Beginning of Year Mathematics Objectives	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	54	83%	76%	80%	No
1	59	63%	82%	80%	Yes
2	51	79%	63%	80%	No
3	55	75%	61%	80%	No
4	42	61%	60%	80%	No
Total	261	72%	68%	80%	No

EVALUATION:

East Harlem Scholars Academy II did not achieve its targets in mathematics objective mastery in any grade, with the exception of 2nd grade. Overall, there was an average 4% decrease in mathematics mastery in all grades when compared to the beginning of the year. However, there was significant growth since the beginning of the year for all grades, especially for 1st grade. In 1st grade there was a 19% increase in mathematics mastery compared to the beginning of year.

Even though we did not meet the target of 80%, our students on average grew significantly since the beginning of the year. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. Although the school has provided instruction aligned to the common core standards since opening in 2013, the math curriculum was revised to

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further align to the demands of the common core standards. Because the domain emphasis has shifted slightly and the common core standards emphasize breadth over depth, it was identified early in the year that the second and third grade students had some foundational gaps in their basic number sense and numerical reasoning that contributed to insufficient mastery of newer concepts. As a result, teachers identified students in need of intervention and delivered instruction in smaller groups with modified pacing and extra time built in their day to work on foundational skills from previous grades they had not yet mastered. Classroom teachers provided these interventions in the classroom and the students who were significantly below grade level received additional pull out support from the academic intervention specialist. To continue to improve student outcomes, teachers will utilize the objective tracker and math data as a professional development tool in the upcoming school year to differentiate instruction and to set individual targets for students.

ADDITIONAL EVIDENCE:

No additional evidence is available at this time.

ACTION PLAN

During the 2017-18 school year, students will continue to receive over 90 minutes of math instruction daily. The school will provide targeted intervention to scholars in need during school time, Saturday Academy intervention, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also grouped scholars based on their previous end of year scores and will administer an end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year.

As the school is always committed to maintaining high levels of academic performance, implementation of an intensive strategic plan to better meet the needs of students in the 2016-17 school year is in progress. We have modified the school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement the Engage NY curriculum.

Additionally, the school invested in the Collaborative Guided Instruction (CGI) program to aid students in developing problem solving skills and strategies. The program increases students' ability to work independently through rich and challenging application problems. The teacher serves as the facilitator. Students take part in a math discourse at the end of the CGI block where several problem-solving strategies are shared. CGI is an approach to teaching problem solving strategies rather than a curriculum program. The essence of the approach is to listen to scholars' mathematical thinking and using it as a basis for instruction. In the 2016-17 school year, the main focus was on developing the content and structure of the class; now that the foundational planning is complete, we will focus in 2017-18 on training teachers and observing for instructional delivery. Primarily, we will focus on developing teachers' strategies in providing targeted in-the-moment feedback to students, so that this time is maximized for students to refine and practice skills.

The school also invested in rigorous assessments created by EdVista, which directly aligns with the state exams and helps prepare students for testing conditions. This testing program provides the

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school with detailed data that is broken down by areas of growth and strength around the state standards. Teachers will use this data to create leveled math groupings and really guide their daily instruction and assessments.

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practices related to our critical need areas.

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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 K-5 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 Center¹², Science for All Children¹³ and the National Science Teachers Association. The school also uses *EngageNY* curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

Goal 3: 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 science examination.

¹² National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

¹³ 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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METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. 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

East Harlem Scholars II students took the State Science Exam for the first time this year. The school had 76% overall proficiency on the fourth grade Science State Test. Students in at least their second year had an average proficiency of 74% on the fourth grade Science State Test. The School just missed its goal of 75% proficiency for students in at least their 2nd year by 1%. Data for all district students is not available.

Charter School Performance on 2016-17 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	74%	35	--	--
All	74%	35	--	--

EVALUATION

These positive results are due to the rigor of the science program in the school and the increased amount of time scholars are spending in rigorous science instruction in grades 3 and 4. Scholars worked throughout the year on hands on experiments as well as extensive writing assignments. Additionally the school carefully aligned the Science standards with the Math State Standards to ensure the integration between the two subject areas. The district data was not available at the time that this document was completed.

ADDITIONAL EVIDENCE

Not applicable.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					74%	35
All					74%	35

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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.

RESULTS

Of the 35 fourth graders in at least their 2nd year, 74% of scholars showed proficiency on the New York Science State Test. This is a notable achievement considering that this was the first year East Harlem Scholars Academy II took the science exam.

2016-17 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	74%	35		
8				
All	74%	35		

EVALUATION

The additional data requested for this section was not available at the time this document was completed.

ADDITIONAL EVIDENCE

N/A

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	--	--	--	--	74%	--
All	--	--	--	--	74%	--

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SUMMARY OF THE SCIENCE GOAL

East Harlem Scholars students took the State Science Exam for the first time this year. The school had 76% proficiency on the fourth grade Science State Test. The School just missed its goal of 75% proficiency for students in at least their 2nd year. The school missed the goal by 1%. This is a notable achievement considering that this was the first year East Harlem Scholars Academy II took the science exam.

Scholars Academy is further developing a high quality science program. Through strong programming efforts and a rigorous, hands on discovery program, scholars have multiple opportunities to experiment with hands on science regularly.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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.	N/A

ACTION PLAN

East Harlem Scholars Academy will continue to push scholars to become life long science learners. The current New York State Test results exhibited proficiency in 76% of scholars. In order to reach 100% proficiency, the school will continue to expose scholars to hands-on experiments as well as teach students to write comprehensive science lab reports. In addition, the school will provide more supports to scholars with Special Education and to who are scholars who English Language Learners to ensure that they can also be successful. Additionally we increased the number of minutes scholars will be spending on science instruction in grades 3-5.

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

East Harlem Scholars Academy II is in good standing.

EVALUATION

East Harlem Scholars Academy II has met the measure for the 2016-2017 year.

ADDITIONAL EVIDENCE

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

NCLB Status by Year

Year	Status
2014-15	N/A
2015-16	Good Standing
2016-17	Good Standing