

New York City Charter School of the Arts



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Principal, Nora Clancy, Consultant, and Jen Pasek, Consultant prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Randall Iserman	Acting Chair, Executive , Program Oversight , Finance
Laura Blankfein	Vice Chair, Executive, Membership Recruitment
Matthias Ederer	Treasurer, Executive, Finance
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Laurence Heilbronn	Trustee, Executive, Membership Recruitment
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Max Osse	Trustee, Executive, Family

Elisa Murphy has served as the principal since July 1, 2019.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts-based middle school program, open to all learners. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2019-20, CSA’s BEDS day enrollment was 281 students. The demographic breakdown of this enrollment was:

- 59% economically disadvantaged;
- 20% students with disabilities;
- 3% English language learners (including former English language learners); and
- 9% homeless.

CSA’s key design elements are:

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*
3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*
5. *Focus on the Whole Child*

Organizational Response to COVID-19

CSA transitioned to a fully remote program on March 18th, 2020. Prior to the shift to remote learning, CSA had an existing emphasis on technology as a tool for education. Students and teachers already used Google tools in a range of ways, prior to the shift to remote learning. This afforded our community a more seamless transition to remote learning. As a first step in our response to remote learning, we surveyed our families to determine technology needs. We provided students with 68 ChromeBooks and 1 iPad with Cellular & WiFi access for a student who lacked WiFi access. To ensure that all students had access to a well-rounded arts experience during remote learning, we sent art supply kits to all students’ homes. This practice will resume in 2020-21 as we continue our remote learning program (which will begin fully remote with a planned transition to a hybrid model in October).

During remote learning, for each academic class, students had 3 synchronous Zoom meetings and 2 asynchronous assignments weekly, with small group meetings held dependent on students’ needs. Teachers used break-out rooms during Zoom meetings for activities, discussions, and small-group work. From our initial experience with a remote program, we learned that students and families value clear communication about weekly expectations. We have continued to communicate frequently and in detail with our families with weekly newsletters and drop-in office hours with the leadership team. On August 3, 2020, 120 families attended a “State of the School” Zoom meeting hosted by our Head of School and members of the leadership team. During this meeting we discussed our re-entry plan for 2020-21 and provided time for families to ask questions, which they could submit using Zoom’s chat feature. We also held a similar event for our staff on August 11, 2020. These meetings offer an opportunity to reinforce our staff and families’ confidence in our plans for continuing a rigorous and arts-integrated program in a remote or hybrid context that is, above all, safe.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2016-17	99			99
2017-18	64	100		164
2018-19	84	91	96	271
2019-20	97	102	81	281 ¹

¹ In addition to students in grades 6-8, we also had one ungraded student with disabilities.

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the Wit and Wisdom curricula, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

The table below summarizes CSA’s curricular resources for Humanities. Lessons, materials and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

Humanities Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7:Wit and Wisdom Grade 8: Expeditionary New York/Teacher Created based in UDL; NewsELA, CommonLit Guided Reading	Wit and Wisdom Pearson NewsELA CommonLit Teacher Created; Guided Reading	Grade 6-8: Wit and Wisdom NewsELA CommonLit Scholastic Next Steps (Small group, Reading intervention)

Humanities Assessments
2019-20 / 2020-21
Exit Tickets End of Unit Assessments End of Module Tasks Wit & Wisdom trimester exams MAP assessments (replacing Lexile assessment in 2020-21) Mock ELA state exam (starting 2020-21)

METHOD

CSA assessed and evaluated student achievement in ELA during the 2019-20 school year using the Wit & Wisdom Trimester Exams.

RESULTS AND EVALUATION

In ELA, proficiency increased over the 2019-20 school year in 6th and 8th grade, with ending proficiency rates above 80%. Grade 7 showed a decrease in ELA proficiency over the course of the year. The 7th grade proficiency decrease may have been influenced by inconsistencies with the procedures in exam administration. Upon reviewing data, systems have been enacted to ensure teachers will follow policies in upcoming assessments so that they are uniformly implemented

CSA Humanities Trimester Exams 2019-20—Wit & Wisdom (*W&W started in 2019-20) End-of-Module tasks with rubric			
Grade	2019-20		
	Trimester 1	Trimester 2	Trimester 3
6th	63.3%	65.2%	80.3%
7th	67.8%	71.4%	62.9%
8th	63.4%	71.2%	81.8%

ADDITIONAL EVIDENCE

We introduced Wit & Wisdom in the 2019-20 school year, so a year-to-year comparison is not possible.

Despite shifting to a remote learning paradigm, we continued to increase our expectations for student work that were established in 2019-20, pre-closure. This is exemplified in our writing

assignments, which in 2019-20 were more extensive and rigorous than ever before. Students were required to complete four-to-five-paragraph argumentative essays by the end of the year, which were graded on a standard rubric from Wit & Wisdom. We believe that our students' growth in writing in 2019-20 is notable because our expectations for writing increased substantially between 2018-19 and 2019-20.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

CSA made mixed progress toward our ELA goal, with proficiency increasing by 17 and 18 points in 6th and 8th grade, respectively and proficiency for 7th grade decreasing over the course of the year.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.
- **Extending Wit and Wisdom to 8th Grade:** After piloting Wit and Wisdom as our core humanities curricular resource in 2019-20, we are extending the program to 8th grade. CSA has also purchased Wit and Wisdom in a format called "in Sync" for 2020-21, which facilitates remote learning with digital workbooks and assessments, videos, and core-text read-alouds.
- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student's needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students' needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and determine student mastery of standards. CSA, for the first time, is utilizing MAP[®] Growth[™] interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.
- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams, Wit and Wisdom end-of-module tasks, and end-of-unit tests

to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of “learning through rigorous and purposeful work.” In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers.
- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

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

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

CSA uses a variety of curricular resources (see table below) to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

CSA eventually aims for all 8th grade students to be successful on the Algebra Regents Exam.

In 2020-21, we will add resources including Singapore Math and OpenUp Resources to enhance the use of a CPA (Concrete, Pictorial, and Abstract) progression.

Math Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Engage NY; Teacher Created; Grade 6 & 7: IXL	Engage NY; Teacher Created; IXL all grades; Khan Academy	In progress utilizing a CPA (Concrete, Pictorial, and Abstract) progression through curricula such as EngageNY, Singapore Math, Illustrative Mathematics, and OpenUp Resources IXL all grades; Khan Academy

Math Assessments
Exit Tickets School-created Math Trimester Exams (based on state questions; utilize Illuminate for data analysis) End-of-Unit Assessments MAP Assessments (starting 2020-21)

Organizational Response to COVID-19: see page 3

METHOD

To measure math proficiency, CSA used school-created Math Trimester Exams that were based on state questions and utilized Illuminate for data analysis.

RESULTS AND EVALUATION

CSA’s results on the 2019-20 Math Trimester exams showed that students in all grades increased their proficiency in math over the course of the year. The average increase between trimester 1 and trimester 3 was 15 points. Schoolwide, the average math proficiency was 53%.

CSA Math Trimester Exams 2018-19 and 2019-20—exam based on State math exams		
2019-20		
Trimester 1	Trimester 2	Trimester 3
40.3%	56.9%	57.1%
38.1%	50.1%	52.7%
36.6%	36.9%	50.2%

ADDITIONAL EVIDENCE

As shown in the tables below, all grades demonstrated higher trimester 3 math proficiency in 2020 than in 2019.

CSA Math Trimester Exams 2018-19 and 2019-20—exam based on State math exams						
Grade	2018-19			2019-20		
	Trimester 1	Trimester 2	Trimester 3	Trimester 1	Trimester 2	Trimester 3
6th	46.3%	44.3%	51.0%	40.3%	56.9%	57.1%
7th	39.4%	39.0%	39.3%	38.1%	50.1%	52.7%
8th	44.0%	43.1%	45.1%	36.6%	36.9%	50.2%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

CSA made progress toward our math goal.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.
- **Refining Math Curriculum:** CSA’s new math department head is working to develop a coherent, vertically-integrated curriculum, which is focused on the core standards to make up for the lost instructional time in 2019-20.
- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student’s needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students’ needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and

determine student mastery of standards. CSA, for the first time, is utilizing MAP[®] Growth[™] interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.

- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams, and end-of-unit tests to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of "learning through rigorous and purposeful work." In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers. We identified that our math department teachers had the highest needs for development and Relay will therefore have a particular focus on coaching the Math Department Head and math teachers.

- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

Science Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7: Teacher Created based on NGSS Standards Grade 8: Teacher Created based on NYS Regents All: Newsela	Grade 6 & 7: Amplify; NOAA data in the classroom; Teacher Created based on NGSS standards; IXL	Grade 6 & 7: Teacher Created based on NGSS Standards; Grade 8: Teacher Created based on NYS Regents; All: Newsela

Science Assessments
Exit Tickets School-created Science Trimester Exams (8th grade based on Living Environment Regents questions (utilize Illuminate for data analysis) End-of-Unit Assessments

Organizational Response to COVID-19: see page 3

METHOD

To measure science proficiency, CSA administered school-created Science Trimester Exams in 8th grade that were based on state questions and utilized Illuminate for data analysis. 6th and 7th grade demonstrated proficiency through end-of-year projects (Terraforming Project in 6th grade and Challenges of a Marine Ecosystem Project in 7th grade).

RESULTS AND EVALUATION

8th grade science proficiency, as measured by the Trimester Exams, decreased over the course of the year from 51.5% to 45.8%. This decrease was likely due to the lack of access to in-person laboratory work in the third trimester.

CSA Science Trimester Exams			
Grade	2019-20		
	Trimester 1	Trimester 2	Trimester 3
8th	51.5%	56.5%	45.8%

ADDITIONAL EVIDENCE

CSA’s prior year of 8th grade Science Trimester Exams had higher rates of proficiency than 2019-20.

CSA Science Trimester Exams 2018-19 and 2019-20—exams based on State math exams						
Grade	2018-19			2019-20		
	Trimester 1	Trimester 2	Trimester 3	Trimester 1	Trimester 2	Trimester 3
8th	53.1%	60.6%	68.0%	51.5%	56.5%	45.8%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We fell short of our science goal.

ACTION PLAN

Curriculum Plans: 2020-21

- **More Horizontal and Vertical Alignment:** For the first time, all academic departments will be led by a department head whose charge will be to refine the vertical alignment of their respective discipline. Horizontal integration focused on writing will continue amongst math, science, and Humanities teachers; all will be familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.

- **Introducing a Daily, Small-Group Period for Remediation or Enrichment:** In order to ensure that foundational learning is not disrupted, teachers in Humanities and Math will focus instructional time in the afternoons on remediation or enrichment, depending on each individual student's needs. For those students who require remediation, targeted instruction will zero-in on essential content, standards and skill-building. Science teachers will provide additional math remediation and enrichment during these small-group afternoon sessions. It is crucial that we identify students' needs at the start of the year with a universal screening process using MAP testing, so that we can form these groups quickly based on targeted needs.

Assessment Plans: 2020-21

- **Introducing MAP assessments:** At the start of the year an adaptive assessment is crucial to determine individual instructional needs for students, inform teachers in planning instruction, and determine student mastery of standards. CSA, for the first time, is utilizing MAP® Growth™ interim assessments three times per year to assess students' current learning needs, inform instruction in the classroom, measure academic growth as the year progresses, and compare this growth to students nationally.

- **Continuing to use Assessments to Drive Instruction:** CSA will continue to utilize summative assessments, such as trimester exams and end-of-unit tests to assess mastery of grade-level standards, further inform instruction, and compare results to previous years. Formative assessments are utilized several times weekly to monitor student understanding and provide feedback to teachers in order to guide instruction.

Professional Development Plans: 2020-21

- **Partnering with Relay School of Education in 2020-21:** CSA holds our faculty and staff accountable to the core school value of “learning through rigorous and purposeful work.” In order to help our faculty and staff develop their capacity to fulfill this value, we have contracted with the Relay School of Education to provide professional development in 2020-21. Relay will be working extensively with CSA to accomplish the following objectives: 1) to codify and systemize teacher development by working with the leadership team to develop their yearly priorities, 2) to create a robust professional development calendar and curriculum, and 3) to design individualized coaching for specific department heads and teachers.
- **Increased structures for planning:** Teachers will be required to submit lesson plans for each week, using a required template aligned with the Understanding by Design^[1] model, to their department head. Previously, teachers would turn in lesson plans to the Head of School. As stated, our new department heads will allow for greater teacher support in planning and executing high-quality lessons. Department heads will keep track of completion of these expectations weekly. Teachers will be required to submit unit plans, using a required template, two weeks before the start of the unit. The unit plan template is aligned with the Understanding By Design model. This model of backwards planning is explicitly taught to teachers and is intended to help teachers plan their units with standards, assessments, and major transfer goals in mind. Units are thematic in nature; enduring understandings and essential questions for each unit you teach are available on the CSA scope and sequence for each grade. In addition, department meetings will increase from monthly in 2019-20 to weekly in 2020-21. On a biweekly basis, department meetings will be devoted to discussion of data: including best tools, analysis, and how to utilize information gathered to inform instruction. In particular, in 8th grade science, focus on student's ability to respond to Regents-like questions, in order to drive more consistent and improved test preparation.

GOAL 4: ESSA

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

Goal 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

The school is in good standing under the State’s Accountability system

ADDITIONAL EVIDENCE

CSA has been in good standing for the past four years.

Accountability Status by Year

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

Additional Evidence

Students’ Lexile data is shown in the table below. CSA administered the first Lexile exam in 2018-19. In the 2018-19 school year, all three cohorts showed growth between their baseline Lexile scores and their end-of-year Lexile scores. In the 2019-20 school year, the 2020 and 2021 cohorts increased their Lexile scores between the first and second administration of the exam (a third administration was not possible due to the COVID-19 closure). Due to timing, we were able to administer a third Lexile exam for the 2022 cohort. Between the baseline in 8/2019 and the final exam in 3/2020, the 2022 cohort’s Lexile score increased by 57.8 points to 940.3. The first Lexile administration for 2020-21 will be September 24 and 25, 2020.

Cohort Performance on the Lexile Exam
by Graduation Year

Lexile Exam Data: Averages by Graduation Year and Administration Date					
Graduation Year	8/18	6/19	8/19	12/19	3/20
2019	1053.44	1097.88	N/A	N/A	N/A
2020	950.1	966.6	938.5	959.6	COVID-19 closure
2021	847.1	926.6	939.4	951.6	COVID-19 closure
2022			882.5	895.8	940.3