

**Achievement First Crown Heights
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 26, 2018

By Jonathan Pagan

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Pagan, Data and Policy Analyst, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|--------------------|----------------|
| Amy Arthur Samuels | Trustee/Member |
| Andy Hubbard | Trustee/Member |
| Angela Tucker | Parent Rep |
| Christopher Lynch | Trustee/Member |
| Deborah Shanley | Chair |
| Jon Atkeson | Treasurer |
| Judith Jenkins | Trustee/Member |
| Justin Cohen | Trustee/Member |
| L. Priscilla Hall | Trustee/Member |
| Lee Gelernt | Trustee/Member |
| Romy Coquillet | Trustee/Member |
| Amy Arthur Samuels | Trustee/Member |
| Andy Hubbard | Trustee/Member |
| Angela Tucker | Parent Rep |
| Christopher Lynch | Trustee/Member |

Roseann Basile has served as the elementary school principal since 2018.

Dymir Arthur has served as the middle school principal since 2016.

Cristina López has served as the high school principal since 2016.

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The mission of Achievement First Crown Heights Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that he or she is making yearly progress towards academic goals.

Achievement First Crown Heights opened in Fall 2005, and served grades K-12 in 2017-18.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|-----|----|----|----|----|----|----|----|-------|
| 2013-14 | 90 | 89 | 88 | 82 | 80 | 92 | 84 | 79 | 62 | 49 | 41 | 30 | 2 | 868 |
| 2014-15 | 87 | 90 | 90 | 90 | 85 | 96 | 88 | 79 | 71 | 53 | 44 | 39 | 29 | 941 |
| 2015-16 | 91 | 90 | 89 | 89 | 90 | 104 | 92 | 79 | 74 | 55 | 49 | 42 | 36 | 980 |
| 2016-17 | 95 | 92 | 90 | 89 | 91 | 102 | 96 | 84 | 74 | 41 | 52 | 46 | 38 | 990 |
| 2018-18 | 93 | 99 | 95 | 91 | 92 | 95 | 91 | 91 | 78 | 56 | 43 | 51 | 42 | 1017 |

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

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Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2015-16 | 2012-13 | 2012 | 38 | 2 | 36 |
| 2016-17 | 2013-14 | 2013 | 45 | 1 | 44 |
| 2017-18 | 2014-15 | 2014 | 40 | 0 | 40 |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|--------------------------------------|
| 2015-16 | 2012-13 | 2012 | 34 | 0 | 34 |
| 2016-17 | 2013-14 | 2013 | 36 | 0 | 36 |
| 2017-18 | 2014-15 | 2014 | 38 | 0 | 38 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|--------------------------------------|
| 2015-16 | 2011-12 | 2011 | 1 | 1 | 2 |
| 2016-17 | 2012-13 | 2012 | 2 | 0 | 2 |
| 2017-18 | 2013-14 | 2013 | 4 | 0 | 4 |

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students are put on track to graduate within 4 years, and 6 years otherwise.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

| Course | # of Credits - NY |
|--|-------------------|
| Literature (9 – 12) | 4 |
| Writing (9 – 12) | 4 |
| Mathematics (to at least Pre-Calculus) | 4 |
| Science (to include Biology, Chemistry, Physics) | 4 |
| History (to include US and Global; Econ/Gov't in NY) | 4 |
| College Readiness Seminar | 1 |
| College Readiness - Health | .5 |
| College Readiness - SAT Prep | 1 |
| Foreign Language | 1 |
| Electives (not including Art/PE/Composition/CRS) | 4 |
| Art/Music | 1 |
| P.E. | 2 |
| Non–Course Requirements | NY |
| Completion of approved summer program | 3 credits |
| ELA Regents | Score of 75 |
| Algebra Regents | Score of 75 |
| One additional Math Regents | Score of 65 |
| One additional Science Regents | Score of 65 |
| US History Regents | Score of 65 |
| Global History Regents | Score of 65 |
| Required Community Service hours | Yes |

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RESULTS AND EVALUATION

AF Crown Heights students in their first and second HS cohort year have exceeded the target of 75% by substantial margins.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2016 | 39 | 97% |
| 2017 | 53 | 94% |

ADDITIONAL EVIDENCE

Not less than 94% of the students earned the required credits for grade promotion.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Fifty-four percent of AF Crown Height students in their 2nd year passed three required regents exams, and by the 3rd and 4th years, 91% and 93% has passed 3 regents.

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Percent of Students in their Second Year Passing Three Regents Exams by Cohort

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2014 | 40 | 93% |
| 2015 | 46 | 91% |
| 2016 | 39 | 54% |

ADDITIONAL EVIDENCE

Not all AF Crown Heights scholars in the 2016 cohort took three regents by the end of their second year, evidenced by the jump in performance in year three (2015 cohort).

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

AF Crown Heights students exceed the 4-year graduation rate goal of 75%, and meet or exceed the 5-year graduation rate goal of 95%.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2012 | 36 | 94% |
| 2013 | 42 | 86% |
| 2014 | 40 | 95% |

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2011 | 26 | 100% |
| 2012 | 36 | 100% |
| 2013 | 42 | 95% |

ADDITIONAL EVIDENCE

Two of the three cohorts achieved a 100% graduation rate in five years.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

AF Crown Heights 4-year graduation rate by as much as 28 percentage points (2012 cohort).

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

| Cohort Designation | Charter School | | School District | |
|--------------------|------------------|--------------------|------------------|--------------------|
| | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2012 | 36 | 94% | 2065 | 66% |
| 2013 | 42 | 86% | 2083 | 68% |
| 2014 | 40 | 95% | 1856 | 70% |

ADDITIONAL EVIDENCE

Two of the three reported cohorts achieved 4-year graduation rates of 94% or better.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

Achievement First Crown Heights does not offer an alternative graduation pathway.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

| Exam | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing = $[(b)/(a)]*100$ |
|---------|---|--|---|
| N/A | | | |
| Overall | N/A | N/A | N/A |

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|------------------|--------------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

N/A

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SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Crown Heights achieved 5 of the 6 high school graduation goals.

| Type | Measure | Outcome |
|-------------------|--|--------------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | Achieved |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Not Achieved |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | Achieved |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | Achieved |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison. | Achieved |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | Achieved |

ACTION PLAN

AF Crown Heights high school will continue to provide a rigorous academic program, reinforce its strong school culture, and explicitly support students to build the “habits of success” necessary to succeed in college and beyond. These core components of the high school program are specifically designed to help AF Crown Heights students graduate high school ready for success in college and beyond..

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students participate in a curriculum designed to prepare them for rigorous college level coursework.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Sixty-one percent of AF Crown Heights graduates passed an AP exam with a score of 3 or higher.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|---|---|-------------------------------|--|
| Passing an Advanced Placement (“AP”) exam with a score of 3 or higher | 38 | 23 | 61% |
| Overall | 38 ³ | 23 | 61% |

³ This number should match the number of graduates reported under the high school graduation goal.

ADDITIONAL EVIDENCE

This is the first year that this data has been determined for Achievement First Crown Heights.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

AF Crown Heights achieved a school CCCRI of 122. MIP is not yet available for comparison.

CCCRI Performance by Cohort Year

| Graduation Year | Cohort | Number of Students in Cohort | MIP | School CCCRI |
|-----------------|--------|------------------------------|-----|--------------|
| 2015-16 | 2012 | | N/A | |
| 2016-17 | 2013 | | N/A | |
| 2017-18 | 2014 | 38 | TBD | 122 |

ADDITIONAL EVIDENCE

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Comparative data not available.

CCRI of Fourth-Year Total Cohort by Charter School and School District

| Cohort | Charter School | School District |
|--------|----------------|-----------------|
| 2012 | N/A | N/A |
| 2013 | N/A | N/A |
| 2014 | 122 | N/A |

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal for the 2012 and 2013 cohorts. College matriculation data is not yet available for the 2014 cohort.

Matriculation Rate of Graduates by Year

| Cohort | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Fall (b) | Matriculation Rate = $[(b)/(a)]*100$ |
|--------|----------------------------|---|---|
| 2012 | 36 | 34 | 94 |
| 2013 | 38 | 31 | 82 |
| 2014 | 37 | n/a | n/a |

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SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Crown Heights achieved 1 of 2 goals that could be evaluated.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|-----------------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Did not achieve |
| Absolute | Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | N/A |
| Absolute | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. | Achieved |

ACTION PLAN

AF Crown Heights high school will continue to provide a rigorous academic program, reinforce its strong school culture, and explicitly support students to build the "habits of success" necessary to succeed in college and beyond. These core components of the high school program are specifically designed to help AF Crown Heights students graduate high school ready for success in college and beyond..

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. 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

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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).

2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁵ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 90 | 0 | 0 | 1 | 0 | 91 |
| 4 | 88 | 0 | 0 | 4 | 0 | 92 |
| 5 | 95 | 0 | 0 | 0 | 0 | 95 |
| 6 | 89 | 0 | 0 | 2 | 0 | 91 |
| 7 | 91 | 0 | 0 | 0 | 0 | 91 |
| 8 | 78 | 0 | 0 | 0 | 0 | 78 |
| All | 531 | 0 | 0 | 7 | 0 | 538 |

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal, although 66% of AF Crown Heights students in at least their second year were proficient on the ELA exam.

Performance on 2017-18 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 | 81% | 90 | 82% | 82 |
| 4 | 73% | 88 | 74% | 80 |
| 5 | 39% | 95 | 41% | 88 |
| 6 | 71% | 89 | 71% | 86 |
| 7 | 57% | 91 | 59% | 82 |
| 8 | 69% | 78 | 69% | 75 |
| All | 65% | 531 | 66% | 493 |

ADDITIONAL EVIDENCE

AF Crown Heights has shown significant progress over the last three years, increasing a total of 18 percentage points from 2015-16.

⁵ 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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ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 52% | 84 | 62% | 82 | 82% | 82 |
| 4 | 38% | 76 | 44% | 84 | 74% | 80 |
| 5 | 36% | 89 | 40% | 90 | 41% | 88 |
| 6 | 45% | 84 | 35% | 92 | 71% | 86 |
| 7 | 52% | 86 | 70% | 84 | 59% | 82 |
| 8 | 63% | 75 | 71% | 75 | 69% | 75 |
| All | 48% | 494 | 54% | 507 | 66% | 493 |

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal with a PI of 167 compared to a MIP of 101.

English Language Arts 2017-18 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 531 | 8% | 27% | 42% | 22% |

$$\begin{aligned}
 \text{PI} &= 27\% + 42\% + 22\% = 92\% \\
 &+ 42\% + 22\% = 64\% \\
 &+ (.5) * 22\% = 11\% \\
 \text{PI} &= 167
 \end{aligned}$$

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Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

AF Crown Heights is 24 percentage points higher than the district.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 82% | 82 | 45% | 1376 |
| 4 | 74% | 80 | 44% | 1342 |
| 5 | 41% | 88 | 30% | 1369 |
| 6 | 71% | 86 | 45% | 1444 |
| 7 | 59% | 82 | 38% | 1512 |
| 8 | 69% | 75 | 47% | 1456 |
| All | 66% | 493 | 42% | 8479 |

ADDITIONAL EVIDENCE

Grades 3 and 4 exhibited the strongest performance relative to the district with 30+ percentage point spreads. AF Crown Heights growth outpaced the district over the last three years.

⁶ 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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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 | | | | | |
|-------|--|----------|----------------|----------|----------------|----------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 52% | 32% | 62% | 35% | 82% | 45% |
| 4 | 38% | 35% | 44% | 36% | 74% | 44% |
| 5 | 36% | 29% | 40% | 29% | 41% | 30% |
| 6 | 45% | 30% | 35% | 24% | 71% | 45% |
| 7 | 52% | 25% | 70% | 35% | 59% | 38% |
| 8 | 63% | 31% | 71% | 42% | 69% | 47% |
| All | 48% | 30% | 54% | 34% | 66% | 42% |

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

AF Crown Heights achieved an effect size of 3.12 vs. a goal of .30.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17 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 | 53% | 85 | 60% | 45% | 15% | 3.78 |
| 4 | 59% | 91 | 45% | 40% | 5% | 2.84 |
| 5 | 58% | 102 | 37% | 35% | 2% | 2.50 |
| 6 | 57% | 96 | 33% | 31% | 2% | 2.15 |
| 7 | 62% | 84 | 71% | 38% | 33% | 3.91 |
| 8 | 62% | 74 | 69% | 42% | 27% | 3.92 |
| All | 58% | 532 | 51% | 38% | 13% | 3.12 |

School's Overall Comparative Performance:

Better than predicted

ADDITIONAL EVIDENCE

AF Crown Heights effect size has increased annually from .11 in 2014-15 to 3.12 this year.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|------------|------------|-------------|
| 2014-15 | 3-8 | 70% | 519 | 26% | 25% | 0.11 |
| 2015-16 | 3-8 | 67% | 553 | 51% | 33% | 1.07 |
| 2016-17 | 308 | 58% | 532 | 51% | 38% | 3.12 |

Goal 3: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

AF Crown Heights mean growth percentile exceeded the target of 50 by 4 points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 46 | 50.0 |
| 5 | 59 | 50.0 |
| 6 | 50 | 50.0 |
| 7 | 62 | 50.0 |
| 8 | 53 | 50.0 |
| All | 54 | 50.0 |

ADDITIONAL EVIDENCE

The school's MGP has remained consistent for three years.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-----------|-----------|--------|
| | 2014-15 | 2015-16 | 2016-17 | Target |
| 4 | 52 | 47 | 46 | 50.0 |
| 5 | 46 | 58 | 59 | 50.0 |
| 6 | 55 | 49 | 50 | 50.0 |
| 7 | 61 | 64 | 62 | 50.0 |
| 8 | 60 | 56 | 53 | 50.0 |
| All | 54 | 55 | 54 | 50.0 |

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF Crown Heights achieved 4 of the 5 goals for ELA.

| 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 |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.) | Achieved |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.) | Achieved |

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam) |
|--------------------|------------------|--|
| 2012 | 36 | 14% |
| 2013 | 42 | 64% |
| 2014 | 39 | 28% |

ADDITIONAL EVIDENCE

The 2013 cohort nearly achieved the goal with 64% of students scoring level 4.

⁹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹⁰ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2014 | 36 | 28% | 4 | 25% | | |
| 2015 | | | 44 | 34% | 4 | 0% |
| 2016 | | | | | 37 | 43% |
| 2017 | | | | | | |

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹¹

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on the Regents English Exam |
|--------------------|------------------|--|
| 2012 | 36 | 56% |
| 2013 | 42 | 74% |
| 2014 | 39 | 59% |

ADDITIONAL EVIDENCE

The 2013 cohort approached the goal with 74% of students scoring level 3 on the Regents English exam. Upcoming cohorts are achieving above goal demonstrating progress and promise.

¹¹ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | 36 | 97% | 4 | 100% | | |
| 2015 | | | 44 | 95% | 4 | 50% |
| 2016 | | | | | 37 | 84% |
| 2017 | | | | | | |

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AF Crown Heights fell just short of the 178 MIP goal with a PI of 173.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Accountability Level | | | |
|------------------|--|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 39 | 0% | 41% | 31% | 28% |

$$\begin{aligned}
 \text{PI} &= 41\% + 31\% + 28\% = 100\% \\
 & \quad \quad \quad + 31\% + 28\% = 59\% \\
 & \quad \quad \quad + (.5)*28\% = 14\% \\
 & \quad \quad \quad \text{PI} = 173
 \end{aligned}$$

¹² For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

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Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative district data is not yet available.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2012 | 14% | 36 | N/A | N/A |
| 2013 | 64% | 42 | N/A | N/A |
| 2014 | 28% | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative district data is not yet available.

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Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2012 | 94% | 36 | N/A | N/A |
| 2013 | 93% | 42 | N/A | N/A |
| 2014 | 100% | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative district data is not yet available.

English Regents Performance Index (PI)¹³ of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | 152 | 38 | N/A | N/A |
| 2013 | 165 | 36 | N/A | N/A |
| 2014 | 173 | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

¹³ For an explanation of the procedure to calculate the school’s PI, see page 28.

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Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

AF Crown Heights did not meet this goal.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

| Cohort Designation | Number in Cohort | Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam) |
|--------------------|------------------|--|
| 2012 | 27 | 7% |
| 2013 | 26 | 58% |
| 2014 | 26 | 15% |

ADDITIONAL EVIDENCE

The 2013 cohort did meet the goal with 58% of the students achieving level 4.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

¹⁴ Based on the highest score for each student on the English Regents exam

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RESULTS AND EVALUATION

AF Crown Heights did not meet this goal.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 on Regents English Exam |
|--------------------|------------------|---|
| 2012 | 27 | 44% |
| 2013 | 26 | 65% |
| 2014 | 26 | 46% |

ADDITIONAL EVIDENCE

The 2013 cohort approached the goal with 65% of the students achieving level 3.

¹⁵ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁶

Achievement First Crown Heights did not achieve the goals which it was eligible to achieve.

| Type | Measure | Outcome |
|-------------|--|-----------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Did not achieve |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Did not achieve |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system. | Did not achieve |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Did not achieve |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Did not achieve |

ACTION PLAN

We strongly support the rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2018-19 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2018-19 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices, and intellectual preparation protocol. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Crown Heights, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

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5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall.
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ¹⁷ | | | | Total Enrolled |
|-------|--------------|--------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 90 | 0 | 0 | 1 | 0 | 91 |
| 4 | 91 | 0 | 0 | 1 | 0 | 92 |
| 5 | 95 | 0 | 0 | 0 | 0 | 95 |
| 6 | 90 | 0 | 0 | 1 | 0 | 91 |
| 7 | 91 | 0 | 0 | 0 | 0 | 91 |
| 8 | 78 | 0 | 0 | 0 | 0 | 78 |
| All | 535 | 0 | 0 | 3 | 0 | 538 |

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal.

¹⁷ 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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Performance on 2017-18 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 | 94% | 90 | 95% | 82 |
| 4 | 63% | 91 | 64% | 81 |
| 5 | 47% | 95 | 50% | 88 |
| 6 | 51% | 90 | 51% | 87 |
| 7 | 73% | 91 | 77% | 82 |
| 8 | 72% | 78 | 72% | 75 |
| All | 66% | 535 | 68% | 495 |

ADDITIONAL EVIDENCE

3rd grade and 7th grade achieved the goal and 8th grade approached the goal. Overall proficiency has increased over the past three years.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 73% | 84 | 89% | 82 | 95% | 82 |
| 4 | 53% | 79 | 61% | 83 | 64% | 81 |
| 5 | 47% | 87 | 51% | 90 | 50% | 88 |
| 6 | 63% | 84 | 57% | 92 | 51% | 87 |
| 7 | 66% | 86 | 58% | 83 | 77% | 82 |
| 8 | 72% | 75 | 86% | 76 | 72% | 75 |
| All | 62% | 495 | 67% | 406 | 68% | 495 |

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

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

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each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

AF Crown Heights PI of 173 exceeds the MIP of 105, achieving goal.

| Mathematics 2017-18 Performance Level Index (PI) | | | | |
|--|---|---------|---------|---------|
| Number in Cohort | Percent of Students at Each Performance Level | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 535 | 12% | 22% | 31% | 36% |

| | | | | | | | | |
|----|---|-----|---|-----|---|----------|---|-----|
| PI | = | 22% | + | 31% | + | 36% | = | 88% |
| | | | | 31% | + | 36% | = | 67% |
| | | | | | + | (.5)*36% | = | 18% |
| | | | | | | PI | = | 173 |

Goal 4: 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.¹⁸

RESULTS AND EVALUATION

AF Crown Heights had double the percentage of the students at proficiency on the math exam as all district students.

¹⁸ 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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2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 95% | 82 | 46% | 1398 |
| 4 | 64% | 81 | 38% | 1360 |
| 5 | 50% | 88 | 29% | 1390 |
| 6 | 51% | 87 | 34% | 1476 |
| 7 | 77% | 82 | 25% | 1414 |
| 8 | 72% | 75 | 29% | 1316 |
| All | 68% | 495 | 34% | 8354 |

ADDITIONAL EVIDENCE

Grades 7, 3, and 8 had the largest gains over the districts of 52, 49, and 43 percentage points respectively. Proficiency rates have steadily increased over time.

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 | | | | | |
|-------|---|----------|----------------|----------|----------------|------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 73% | 35% | 89% | 39% | 95% | 46% |
| 4 | 53% | 31% | 61% | 28% | 64% | 38% |
| 5 | 47% | 28% | 51% | 29% | 50% | 29% |
| 6 | 63% | 29% | 57% | 29% | 51% | 34% |
| 7 | 66% | 19% | 58% | 18% | 77% | 25% |
| 8 | 72% | 20% | 86% | 17% | 72% | 29% |
| All | 62% | 27% | 67% | 39% | 68% | 34% |

Goal 4: 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

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public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal with an overall effect size of 3.66.

2016-17 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 | 53% | 85 | 87% | 51% | 36% | 5.11 |
| 4 | 59% | 90 | 61% | 42% | 19% | 3.68 |
| 5 | 58% | 102 | 50% | 43% | 7% | 2.93 |
| 6 | 57% | 96 | 56% | 40% | 16% | 3.01 |
| 7 | 62% | 84 | 58% | 33% | 25% | 3.08 |
| 8 | 62% | 74 | 80% | 17% | 63% | 4.45 |
| All | 58% | 531 | 64% | 38% | 26% | 3.66 |

School's Overall Comparative Performance:

Better than predicted to a large degree

ADDITIONAL EVIDENCE

Overall effect size has increased over the last three years from .8 to 2.89, achieving goal each year..

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2014-15 | 3-8 | 70% | 520 | 46% | 31% | .8 |
| 2015-16 | 3-8 | 67% | 553 | 63% | 34% | 1.63 |
| 2016-17 | 3-8 | 58% | 531 | 64% | 38% | 3.66 |

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Goal 4: Growth Measure¹⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.²⁰

RESULTS AND EVALUATION

AF Crown Heights achieved this goal with a mean growth percentile of 62.

2016-17 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 47 | 50.0 |
| 5 | 51 | 50.0 |
| 6 | 62 | 50.0 |
| 7 | 67 | 50.0 |
| 8 | 82 | 50.0 |
| All | 62 | 50.0 |

ADDITIONAL EVIDENCE

Overall mean growth percentiles have steadily increased over time and exceed target in an increasing number of individual grades.

¹⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-----------|-----------|--------|
| | 2014-15 | 2015-16 | 2016-17 | Target |
| 4 | 60.5 | 42 | 47 | 50.0 |
| 5 | 38.5 | 48 | 51 | 50.0 |
| 6 | 57 | 63 | 62 | 50.0 |
| 7 | 56 | 66 | 67 | 50.0 |
| 8 | 76.5 | 81 | 82 | 50.0 |
| All | 57 | 60 | 62 | 50.0 |

SUMMARY OF THE MATHEMATICS GOAL

AF Crown Heights achieved 4 out of 5 mathematics goals.

| 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 |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.) | Achieved |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.) | Achieved |

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²¹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²²

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 |
|--------------------|------------------|----------------------------------|
| 2012 | 36 | 22% |
| 2013 | 42 | 29% |
| 2014 | 39 | 0% |

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2014 | 36 | 0% | 7 | 0% | 4 | 0% |
| 2015 | 45 | 2% | 45 | 0% | 4 | 0% |
| 2016 | | | 35 | 26% | 37 | 5% |
| 2017 | | | | | 53 | 6% |

²¹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²² Based on the highest score for each student on a mathematics Regents exam

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Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal with over 98% of the students achieving level three in all three cohorts, and 100% achieving level 3 in two cohorts.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²³

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on a Regents Mathematics Exam |
|--------------------|------------------|--|
| 2012 | 36 | 100% |
| 2013 | 42 | 98% |
| 2014 | 39 | 100% |

ADDITIONAL EVIDENCE

Cohorts 2012 and 2014 had 100% of the students achieve a level 3 on the Regents Math exam.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | 36 | 83% | 7 | 29% | 4 | 75% |
| 2015 | 45 | 91% | 45 | 51% | 4 | 25% |
| 2016 | | | 35 | 97% | 37 | 65% |
| 2017 | | | | | 53 | 81% |

²³ Based on the highest score for each student on a mathematics Regents exam

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Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AF Crown Heights did not achieve this goal with a PI of 103 compared to HS Math MIP of 153.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Accountability Level | | | |
|------------------|--|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 39 | 0% | 97% | 3% | 0% |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 97\% & + & 3\% & + & 0\% & = & 100\% \\
 & & & & 3\% & + & 0\% & = & 3\% \\
 & & & & & + & (.5)*0\% & = & 0\% \\
 & & & & & & \text{PI} & = & 103
 \end{array}$$

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

²⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District data not yet available.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2012 | 22% | 36 | N/A | N/A |
| 2013 | 29% | 42 | N/A | N/A |
| 2014 | 0% | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District data not yet available.

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Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2012 | 100% | 36 | N/A | N/A |
| 2013 | 98% | 42 | N/A | N/A |
| 2014 | 100% | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District data not yet available.

Mathematics Regents Performance Index (PI)²⁵ of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | 192 | 38 | N/A | N/A |
| 2013 | 136 | 33 | N/A | N/A |
| 2014 | 103 | 39 | N/A | N/A |

ADDITIONAL EVIDENCE

²⁵ For an explanation of the procedure to calculate the school’s PI, see page 46.

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Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

AF Crown Height did not achieve this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

| Cohort Designation | Number in Cohort | Percent Achieving Level 4 on Common Core Exam |
|--------------------|------------------|---|
| 2012 | | |
| 2013 | 14 | 0% |
| 2014 | 20 | 0% |

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal with more than 93% students achieving level 3.

²⁶ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁷

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 |
|--------------------|------------------|---------------------------|
| 2012 | | |
| 2013 | 14 | 93% |
| 2014 | 20 | 100% |

ADDITIONAL EVIDENCE

The most recent cohort had 100% of their students achieve level 3.

²⁷ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁸

Achievement First Crown Heights achieved three out of the five goals for which it was eligible.

| Type | Measure | Outcome |
|-------------|---|-----------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Did not achieve |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | Achieved |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Did not achieve |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |

ACTION PLAN

AF Crown Heights will continue the core improvement strategies established over the last three years. We will continue upgrading the curricular resources available to teachers as described under the ELA section of this Progress Report. Additionally, AF Crown Heights teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessments.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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.

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RESULTS AND EVALUATION

AF Crown Heights achieved this goal.

Charter School Performance on 2017-18 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 | 91% | 75 | N/A | N/A |
| 8 | 67% | 43 | N/A | N/A |
| All | 82% | 118 | N/A | N/A |

ADDITIONAL EVIDENCE

AF Crown Heights 4th grade achieved 91% proficiency this year, and overall proficiency has met or exceeded 82% over three years.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|------------------|---------|------------------|-----------------------|------------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | 96% | 74 | 91% | 69 | 91% | 75 |
| 8 | 79% | 71 | 72% | 53 | 67% | 43 |
| All | 88% | 145 | 82% | 122 | 82% | 118 |

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Comparative district data is not yet available.

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2017-18 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 ²⁹ | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 91% | 75 | N/A | N/A |
| 8 | 67% | 43 | N/A | N/A |
| All | 82% | 118 | N/A | N/A |

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 | | | | | |
|-------|---|----------|-------------------|----------|-------------------|----------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 4 | 96% | N/A | 91% | N/A | 91% | N/A |
| 8 | 79% | N/A | 72% | N/A | 67% | N/A |
| All | 88% | N/A | 82% | N/A | 82% | N/A |

SUMMARY OF THE SCIENCE GOAL

Achievement First Crown Heights achieved the only goal for which data was available.

| Type | Measure | Outcome |
|-------------|--|----------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination. | 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

Achievement First Crown Heights will continue developing a curriculum that encourages scientific inquiry and discovery.

²⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

AF Crown Heights achieved this goal in all cohorts.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2012 | 36 | 97% |
| 2013 | 42 | 88% |
| 2014 | 38 | 97% |

ADDITIONAL EVIDENCE

The percentage of students performing proficient was 97% in two of the reported cohorts, and upcoming cohort 2015 achieved 82% this year.

Science Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | | | 36 | 94% | 4 | 75% |
| 2015 | | | | | 45 | 82% |
| 2016 | | | | | | |
| 2017 | | | | | | |

³⁰ Based on the highest score for each student on any science Regents exam

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Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Comparative district data not yet available.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2012 | 97% | 36 | N/A | N/A |
| 2013 | 88% | 42 | N/A | N/A |
| 2014 | 97% | 38 | N/A | N/A |

ADDITIONAL EVIDENCE

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

AF Crown Heights achieved this goal.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2011 | 26 | 92% |
| 2012 | 36 | 94% |
| 2013 | 40 | 85% |

EVALUATION

AF Crown Heights surpassed the 75% goal by a minimum of 10 percentage points.

ADDITIONAL EVIDENCE

³¹ Based on the highest score for each student on a science Regents exam

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U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2013 | | | 36 | 83% | 8 | 38% |
| 2014 | | | | | 20 | 70% |
| 2015 | | | | | | |
| 2016 | | | | | | |

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Comparative district data not yet available.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2011 | 92% | 26 | N/A | N/A |
| 2012 | 94% | 36 | N/A | N/A |
| 2013 | 85% | 40 | N/A | N/A |

EVALUATION

Achievement First Crown Heights achieved the measure.

ADDITIONAL EVIDENCE

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

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METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

AF Crown Heights achieved this goal.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³²

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2011 | 26 | 96% |
| 2012 | 34 | 71% |
| 2013 | 41 | 80% |

EVALUATION

AF Crown Heights surpassed the 75% goal by a minimum of 10 percentage points.

ADDITIONAL EVIDENCE

Individual cohort year performance below all suggest future goal attainment.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2013 | 38 | 79% | 11 | 27% | 2 | 0% |
| 2014 | | | 36 | 50% | 7 | 71% |
| 2015 | | | | | 43 | 65% |
| 2016 | | | | | | |

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison.

³² Based on the highest score for each student on a science Regents exam

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Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Comparative district data not yet available.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2011 | 96% | 26 | N/A | N/A |
| 2012 | 71% | 34 | N/A | N/A |
| 2013 | 80% | 41 | N/A | N/A |

EVALUATION

ADDITIONAL EVIDENCE

GOAL 7: ESSA

Goal 7: ESSA

The school will make Adequate Yearly Progress.

Goal 7: 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

Achievement First Crown Heights is in good standing.

ADDITIONAL EVIDENCE

Achievement First Crown Heights has consistently been in good standing.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2015-16 | Good Standing |
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |

