



New Visions AIM Charter High School I

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Kristin Greer, Principal and
Melissa Marcus, Senior Program Officer, Charter

1495 Herkimer Street
Brooklyn, NY 11233

718-269-7090

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Kristin Greer, Principal, Melissa Marcus, Senior Program Officer, Charter, and Triveni Gandhi, Data Analyst, New Visions for Public Schools prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Melanie Harris	Chair
Garrett Lynch	Member
Kelly Roman	Secretary
Marina Schreiber	Treasurer
Musa Ali Shama	Member
Becky Zofnass	Member

Kristin Greer has served as the principal since August 2015.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

New Visions AIM Charter High School I, formerly ROADS Charter School I, was reopened in August 2017 by New Visions Charter Management Organization with students in grades 9-12.

Mission

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

Student Population

Located in East New York Brooklyn, AIM I serves over-aged, under-credited youth, defined as students who are at least one grade behind their graduation cohort. Students who enroll are at least 15 years old, have completed 7th grade, and been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice system, the foster care system and/or child welfare system, and homeless or runaway youth. In the 2017-18 school year 196 students were enrolled in AIM I. Of these students:

- 87% are Black or Latino
- 88% are eligible for free or reduced price lunch
- 51% are students with disabilities
- 4% are English Language Learners

Key Design Elements

New Visions AIM Charter High Schools ensure the success of the students who they serve by an intentionally engineered, tightly organized and highly personalized set of academic experiences complemented by robust and integrated social-emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements and successful planning and transition into post-secondary academic or work preparatory programs. These core elements are as follows:

- Evidence based and technology enabled administrative systems;
- Defined post-secondary pathways, including:
 - Direct partnerships with post-secondary programs
 - Post-secondary planning foundations;
 - Pathway specific post-secondary preparation;
 - Outcome tracking; and
 - Alumni support
- Intensive and personalized academic supports, including:
 - Program assignment based on comprehensive diagnostic assessments;
 - Evidence based instructional design; and
 - Extended day academic supports
- Flexible and personalized academic programming;
- Advisors for students, including:
 - Single point of contact with families;
 - Productive behavior management; and
 - Support for regular attendance
- Intensive and integrated social-emotional supports.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	112	41	26	17	196

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2012 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2012-13 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 or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohort.

Sixth Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Sixth Year or Early Graduates	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30th
2017-18	2012-13	2012	19	2	17

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.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth 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)
2017-18	2012-13	2012	17	81	98

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th earn at least ten credits.

RESULTS AND EVALUATION

Thirty-seven percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2018 earned at least ten credits. AIM I fell short of meeting this measure by 28 percentage points.

Although AIM I fell short of achieving this goal, most students in this category made progress towards credit accumulation. During the past year, the school underwent a redesign process to target students towards successful progress towards graduation, which will be implemented during SY 2018-19. The redesign process resulted in the school creating an AIM House Model, that will enable the school to support students during their first year of high school by ensuring they are connected with a house. The school has engaged in a programming model that meets the broad academic and course needs of a diverse student population with a great deal of social-emotional needs. Specifically, with newly enrolled students, this programming model will embed social-emotional supports and include access to the work based learning experiences that prepare students for careers, thus supporting students that have had a difficulty re-engaging in school.

Percent of Students in Their First Year at AIM I

Earning at Least Ten Credits in 2017-18

Year	Number of Students in Their First Year at AIM I	Percent Earning at Least Ten Credits
2017-18	38	37%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM I for more than one year, will earn at least eight credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th, who have been at AIM I for more than one year, earn at least eight credits.

RESULTS AND EVALUATION

Thirty-four percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2018 earned at least eight credits. AIM I fell short of meeting this measure by 31 percentage points.

As described in the measure above, the AIM redesign process resulted in the school creating an AIM House Model, that will enable the school to support students during their first year of high school by ensuring they are connected with a house. The school has engaged in a programming model that meets the broad academic and course needs of a diverse student population with a great deal of social-emotional needs.

Percent of Students Who Have Been at AIM I for More Than One Year
Earning at Least Eight Credits in 2017-18

Year	Number of Students Who Have Been at AIM I More Than One Year	Percent Earning at Least Eight credits
2017-18	155	34%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance for students in their first year at AIM I. This measure requires that 80 percent of students in their first year at AIM I who were enrolled as of BEDS day be retained through June 30th of the reporting year.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Ninety-seven percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2018. AIM I met this measure and exceeded it by 17 percentage points.

AIM I achieved this measure by focusing on positive encounters with students that are built on pillars of transformation, including relationships. The school employs a primary person model, where each student has a counselor and an advocate counselor, that supports them on their path of success. While all students possess high levels of trauma and significant personal barriers, the school focuses on fostering a safe haven and learning environment for all students. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan. In addition, the school implemented a youth development structure that involved a refined attendance policy, engagement pathway/post-secondary courses, and a social-emotional assessment to aggregate the data of students social-emotional well-being.

Retention Rate for Students in Their First Year at AIM I

Year	Retention Rate for First Year Students at AIM I
2017-18	97%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance for all students at AIM I. This measure requires that 70 percent of all students at AIM I who were enrolled as of BEDS day be retained through June 30th of the reporting year.

RESULTS AND EVALUATION

Ninety-three percent of students who were enrolled as of BEDS day were retained through June 30, 2018. AIM I met this measure and exceeded it by 23 percentage points.

As described in the measure above, AIM I achieved this measure by focusing on positive encounters with students that are built on pillars of transformation, including relationships. The school employs a primary person model, where each student has a counselor and an advocate counselor, that supports them on their path of success.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Retention Rate for All Students

Year	Retention Rate
2017-18	93%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 1: Absolute Measures

Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS, by their fourth year in the cohort. In August of 2018, the 2014 cohort will have completed its fourth year.

RESULTS AND EVALUATION

Thirty-six percent of students in the 2014 cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation. AIM I fell short of meeting this measure by 29 percentage points.

Although the school did not meet this measure, the school is much closer towards meeting this measure. AIM I will focus on individualized targeted interventions and Regents prep supports in the coming school year.

Percent of Students in Fourth Year Cohort

Passing Two Exams Required for Graduation

Cohort Designation	Number in Cohort	Percent Passing Two Exams
2014	89	36%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measures

Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in the high school Graduation Cohort: those who entered the 9th grade as members of the 2012 cohort and graduated six 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

RESULTS AND EVALUATION

Thirteen percent of students in AIM I's 2012 cohort, graduated after six years. AIM I fell short of meeting this measure by 54 percentage points.

The school did not achieve this measure, as many of the students in this cohort were enrolled under the previous institution, and were not connected to AIM I at the beginning of the school year. Students that attend AIM I typically struggle with re-engagement to high school and some are court-mandated to attend. This requires the school to have a sense of urgency for all enrollees of AIM I. This year, the school implemented a thorough intake process which includes an intake survey (a brief survey that assesses student barriers), an intake interview (to further understand the student's needs), a social-emotional assessment (to assess student's overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and an intervention plan for success. In addition to social-emotional supports, the school provided individualized and targeted supports towards graduation, which included re-engagement, graduation, and transition plans. The AIM House Model, intervention systems, Engagement Pathways, and partnership with Good Shepherd Services (GSS), will propel our students towards achieving this measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	98	13%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 1: Absolute Measures

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.
New Visions AIM Charter High School | 2017-18 Accountability Plan Progress Report | Page 8 of 41

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2012 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1st of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

RESULTS AND EVALUATION

AIM I's 2012 cohort had a persistence rate of 18%, therefore not meeting the measure.

AIM I has had challenges with continuing supports for students that have discharged from the school. However, due to the implementation of the New Visions Data Portal, the school has had access to identifying and accurately tracking the current status of each student. This enables the school to provide supports accordingly. Through the partnership with Good Shepherd Services, AIM I will have dedicated staff that will implement systems to further our students' academic success while enrolled at AIM I. This includes the hiring of a Future Focus Coordinator to provide preventative resources to eliminate dropout potential and to set students on a path towards furthering their education. AIM I will also partner with workforce providers, such as Opportunities for a Better Tomorrow, to support with post-secondary transition, including enrollment in High School Equivalency programs and job readiness programs. AIM I will continue to offer enrolled students access to the AIM I Engagement Pathways program, which will enable students the opportunity to receive internships, industry credentials, and much more.

Total Graduation Cohort Persistence Rate

Year	Cohort Designation	Persistence Rate
2017-18	2012	18%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the graduation rate of students completing their sixth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in comparable transfer

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

high schools.² Given that students may take Regents exams through the summer of their sixth year, results for comparable transfer high schools of the current year are generally not available at this time.

RESULTS AND EVALUATION

Thirteen percent of students in AIM I's 2012 cohort graduated after six years compared to 50% of students in the 2012 cohort from comparable transfer high schools. AIM I fell short of meeting this measure by 37 percentage points.

Percent of Students in the Total Graduation Cohort Who Graduate in Six Years Compared to Comparable Transfer High Schools

Cohort Designation	Charter School		Comparable Transfer High Schools	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	98	13%	1,110	50%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AIM I achieved two of eight measures for the high school graduation goal in the 2017-18 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM I who were enrolled as of BEDS day will be retained through June 30 th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Absolute	Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Not Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved

² The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.	Not Achieved
Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved

ACTION PLAN

AIM I plans to continue to establish and foster a welcoming school environment and culture, characterized by rigorous classroom experiences and Engagement Pathway enrichment programs. Our AIM is to help students champion life's barriers and transform into productive citizens within our society. AIM I will continue to focus on meeting all measures under the high school graduation goal of our accountability plan and work towards success in the following ways:

House Model:

The AIM House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation. All students in Base Camp will be enrolled in both ELA and math labs. All students in Peak will be enrolled in either ELA or math Lab, and priority will be given based on standardized assessments. Students in Summit will be enrolled in ELA/math labs as needed.

Students will receive instructional preparation prior to taking all Regent exams either through scheduled coursework and/or through additional preparatory activities. Individual student schedules will reflect credit needs, academic needs, and social-emotional learning needs.

Good Shepherd Services:

AIM I will be partnering with Good Shepherd Services to provide social-emotional supports and other services necessary to support the unique needs of students attending AIM I. Through the partnership with Good Shepherd Services the following steps and supports will be in place:

- **Primary Person Model-** GSS will partner with AIM I to design, implement and manage a primary person model
- **School Culture** and social-emotional learning development
- **Coordinate Work Based Learning & Internship Opportunities for Students & Alumni**-identify a point person/define a role within the school to support student post-secondary readiness plans
- **Systems to Manage and Coordinate Access to Ancillary Support Services**-coordination of support partners to ensure effective management

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: POST-SECONDARY OUTCOMES

GOAL 2: POST-SECONDARY OUTCOMES

Students will be prepared for and pursue post-secondary options.

Goal 2: Absolute Measure

Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue post-secondary options. AIM I will track and report the percentage of sixth year Total Cohort graduates who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Matriculation and post-secondary outcome data for AIM I's 2012 cohort was not available at the time of this report, therefore this measure could not be assessed. AIM I will collect matriculation data from the National Student Clearinghouse. In addition, counselors will collect other post-secondary outcomes including military service, technical/occupational institute, or employment.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

Cohort	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2012	13	N/A

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 2: Comparative Measure

Each year, the school's College, Career, and Civic Readiness Index (CCRI) for the Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

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 CCRI (e.g., attaining a Regents diploma and a New Visions AIM Charter High School | 2017-18 Accountability Plan Progress Report | Page 12 of 41

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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).³ To achieve this measure, the school's CCCRI for the Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

RESULTS AND EVALUATION

The College, Career, and Civic Readiness Index (CCCR) for AIM I's 2012 cohort was 14. The CCCRI for comparable transfer high schools' 2012 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

CCCR of Sixth Year Total Cohort by Charter School and Comparable Transfer High Schools

Cohort	Charter School	Comparable Transfer High Schools
2012	14	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE POST-SECONDARY OUTCOME GOAL

Data for the two measures for the post-secondary outcome goal were not available at the time of this report and therefore could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.	N/A
Comparative	Each year, the school's College, Career, and Civic Readiness Index (CCCR) for the Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.	TBD

ACTION PLAN

AIM I will provide students with post-secondary pathways that all students can engage in throughout their experience at the school. The Engagement Pathways were developed to provide students with a clear path towards success. AIM I and GSS will work together to ensure that all students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will be expected to graduate with a high school diploma and a path towards post-secondary, including exposure in the following Engagement Pathways:

³ 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- **College Success** – The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts & Athletics** – The Arts & Athletics pathway is for students interested in activities in areas of performing arts and/or sports. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce** – The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation – opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.
- **Vocational & Certification** – The Vocational and Certification pathway is geared towards students who possess interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.

Career Development and Occupational Studies Credential (CDOS):

AIM I will provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of post-secondary success.

Future Focus:

The school will establish partnerships and pathways to support youth while in school and after leaving AIM I, including job-shadowing, internships, and career exposure. Students will be exposed to on-the-job training programs and other related resources, including Jobs First initiatives. Students will also be exposed to topics related to post-secondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating post-secondary options, etc...) and the completion of the CDOS credential.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10 and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and post-secondary coursework.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Arts (Common Core)⁴ or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Seventy-one percent of students in AIM I's 2012 cohort scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core). AIM I met this measure and exceeded it by 21 percentage points.

AIM I was able to meet this measure by providing Regents preparation supports for all students, specifically for English language arts. Regents preparation activities included:

- Strategic Data Process
 - A Regents planning tool was developed to identify Regents supports, preparation, and to ensure each Regents administration included cohort-wide scheduling expectations to determine when students sit for the exam. This tool also supported course sequencing and programming. Students were scheduled in the New Visions Data Portal to determine the projected Regents date, and to track preparatory supports.
 - Mock Regents data analysis was conducted to ensure that data from the exam was analyzed by staff. An action-planning tool supported teachers in using the mock Regents data to determine which content and skills to target during Regents prep sessions.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring is offered 2-3 times per week, as well as Saturday Regents preparation
- Regents Boot Camp
 - An AIM Boot Camp was designed to hold students accountable towards making significant progress on the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The AP SPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

⁴ Students in the 2012 and 2013 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- Developing a literacy plan to support struggling readers using the tools READ 180 and System 44 through a literacy intervention course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Common Core Exam
2012	17	71%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2012	17	71%
2013	25	76%
2014	54	46%
2015	43	14%
2016	26	4%
2017	18	11%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their sixth 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 4.⁶ 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 sixth year Total Cohort for Graduation. The Regents Examination in English Language

⁵ Based on the highest score for each student on the English Regents exam

⁶ 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Performance Index on the Regents English exam of AIM I's 2012 cohort was 88. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

English Language Arts Performance Index (PI) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
17	29.4%	35.3%	11.8%	11.8%

$$\begin{array}{ccccccccc} \text{PI} & = & 35.3 & + & 11.8 & + & 11.8 & = & 58.9 \\ & & & & 11.8 & + & 11.8 & = & 23.6 \\ & & & & & + & (.5)*11.8 & = & 5.9 \\ & & & & & & & PI & = 88 \end{array}$$

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

METHOD

The school compares the performance of students in their sixth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the results for the comparable transfer high schools is not yet available.

RESULTS AND EVALUATION

The Performance Index in Regents English of AIM I's 2012 cohort was 88. Data for the PI in Regents English of comparable transfer high schools' 2012 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

English Regents Performance Index (PI)

of Sixth Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

Cohort	Charter School		Comparable Transfer High Schools	
	PI	Cohort Size	PI	Cohort Size
2012	88	17	TBD	TBD

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.⁷

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile level from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Fifty-two percent of students grew from fall to spring according to their Lexile level based on the Performance Series Reading diagnostic assessment. AIM I fell short of meeting this measure by eight percentage points.

This past school year AIM I implemented a new assessment system and focused on gathering baseline data to improve planning for the upcoming year. The school's goal was to sit all active students for the Performance Series Reading assessment in order to review results to determine which students would benefit from further diagnostic testing and placement in a literacy intervention class.

Additionally, the school engaged in the following:

- Administer diagnostic assessments, as needed
- Program students for needed intervention
- Monitor progress

Percent of Students with Fall to Spring Growth Based on Lexile level

Year	Number of Students	Percent of Students with Lexile Growth
2017-18	54	52%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

⁷ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set higher gain expectations for students who start off with a lower entering Lexile.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.⁷

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Twenty-five percent of students programmed for reading intervention met or exceeded their expected Lexile growth goal. AIM I fell short of meeting this measure by 25 percentage points.

The school began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. AIM I ensured an assessment process, that led to a literacy intervention plan. The plan included READ 180 and System 44 as a literacy intervention course for struggling readers. Attendance and truancy contributed to the school falling short of meeting this goal.

Percent of Students Programmed for Reading Intervention Who Met or Exceeded Their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Percent of Students Who Met or Exceeded their Expected Lexile Growth
2017-18	16	25%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

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), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year's Accountability Cohort.

RESULTS AND EVALUATION

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year and therefore data is not available for this measure.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AIM I achieved one of six measures for the high school English language arts goal in the 2017-18 school year. Data for three of the six measures were not available at the time of this report and therefore could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	TBD
Comparative	Each year, the Performance Index ("PI") in English Language Arts of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	TBD
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.	Not Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50% proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	N/A

ACTION PLAN

AIM I is committed to meeting all of the measures in the English language arts goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM I's instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data, that directly correlates with student academic goals and achievement.

During the 2018-19 school year, AIM I will be working with two New Visions Instructional Specialists who will provide onsite and remote coaching. Coaching will include working with assistant principals and teacher teams to modify the ELA curriculum based on student performance and assessments and support teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialists will support school instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction.

All students will take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. We will look at overall attendance, credit needs, and data on their ability to decode to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

GOAL 4: MATHEMATICS

GOAL 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions mathematics curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM I staff also attends ongoing instructional PD hosted by New Visions throughout the year. In addition, a math tutor was hired to support our most at-risk students.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth 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, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Seventy-seven percent of students in AIM I's 2012 cohort scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. AIM I met this measure and exceeded it by 27 percentage points.

AIM I was able to meet this measure by providing mathematics Regents preparation supports for all students, Regents preparation activities included:

- Strategic Data Process
 - A Regents planning tool was developed to identify Regents supports, preparation, and to ensure each Regents administration included cohort-wide scheduling expectations to determine when students sit for the exam. This tool also supported course sequencing and programming. Students were scheduled in the Data Portal to determine the projected Regents date, and to track preparatory supports.
 - Mock Regents data analysis was conducted to ensure that data from the exam was analyzed by staff. An action-planning tool supported teachers in using the mock Regents data to determine which content and skills to target during Regents prep sessions.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring is offered 2-3 times per week, as well as Saturday Regents preparation
- Regents Boot Camp
 - An AIM Boot Camp was designed to hold students accountable towards making significant progress on the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series assessment and through the AIM I intake process.
- The AP SPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a numeracy intervention plan to support students struggling with numeracy through personalized and differentiated practice, including modification of the curriculum to ensure multiple access points.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Common Core Exam
2012	17	77%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2012	17	77%
2013	25	80%
2014	54	39%
2015	43	28%
2016	26	12%
2017	18	0%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their sixth 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 4.⁹ 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 sixth 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.

⁸ Based on the highest score for each student on a mathematics Regents exam

⁹ 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The Performance Index on the Regents mathematics exam of AIM I's 2012 cohort was 53. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

Mathematics Performance Index (PI) for the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
17	41.2%	41.2%	5.9%	0%

$$\begin{array}{ccccccccc} \text{PI} & = & 41.2 & + & 5.9 & + & 0 & = & 47.1 \\ & & & & 5.9 & + & 0 & = & 5.9 \\ & & & & + & (.5)*0 & = & 0 \\ & & & & & & = & & 53 \end{array}$$

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

METHOD

The school compares the performance of students in their sixth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the results for the comparable transfer high schools is not yet available.

RESULTS AND EVALUATION

The Performance Index in Regents mathematics of AIM I's 2012 cohort was 53. Data for the PI in Regents mathematics of comparable transfer high schools' 2012 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

Mathematics Regents Performance Index (PI)

of Sixth Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

Cohort	Charter School		Comparable Transfer High Schools	
	PI	Cohort Size	PI	Cohort Size
2012	53	17	TBD	TBD

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.¹⁰

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

AIM I will begin to administer the STAR Math assessment in the 2018-19 school year, therefore this data will be reported in the 2018-19 Accountability Plan Progress Report.

Percent of Students with Increased Scaled Score from Fall to Spring

Year	Number of Students	Percent of Students with Increased Scaled Score
2017-18	N/A	N/A

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.¹¹

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

¹⁰ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

¹¹ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

AIM I will begin to administer the STAR Math assessment in the 2018-19 school year, therefore this data will be reported in the 2018-19 Accountability Plan Progress Report.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded Their Norm-Referenced Growth Goal from Fall to Spring

Year	Number of Students Programed for Mathematics Intervention	Percent of Students Who Met or Exceeded Their Growth Goal
2017-18	N/A	N/A

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

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, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year's Accountability Cohort.

RESULTS AND EVALUATION

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year and therefore data is not available for this measure.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AIM I achieved one of six measures for the high school mathematics goal in the 2017-18 school year. Data for five of the six measures were not available at the time of this report and therefore could not be assessed.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	TBD
Comparative	Each year, the Performance Index ("PI") in mathematics of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	TBD
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	N/A
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	N/A
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school accountability cohort who scored at Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	N/A

ACTION PLAN

AIM I is committed to meeting all of the mathematics goals in the coming school year and plans to achieve this by implementing proven strategies, personalized supports, and prioritizing schoolwide data-informed decision making. AIM I's instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data, that directly correlates with student academic goals and achievement.

While some of our students enter AIM I ready to face advanced mathematics head-on, most of our students are below grade level in mathematics. In order to meet our mission of not just graduating students, but graduating them prepared for future academic studies and professional pursuits, students will need to bridge those gaps while learning new material. Therefore, AIM I has instituted a numeracy intervention system for the coming school year. The numeracy model is an initiative designed to provide students with necessary interventions. The model helps identify deficiencies in foundational math skills and implement differentiated instruction to support numeracy development.

STAR Math will be used to assess students' math levels and place them into the appropriate intervention and/or core course. The STAR Math assessment will serve as the universal screener and diagnostic. This work will be supported at the network level by the Student Support Team and the Curriculum and Instruction Team.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Based on the assessment results, students are placed into appropriate tiers, to receive differentiated instruction within a math lab course, based on Renaissance Learning's Programs: Math Facts in a Flash and Accelerated Math. The lab will support a tiered intervention process, including:

- Tier I – Independent math practice
- Tier II – Guided math workshops (small group instruction)
- Tier III – Math facts and foundational skills practice.

AIM I will be working with two New Visions Instructional Specialists who will provide onsite and remote coaching. Coaching will include working with assistant principals and teacher teams to modify the mathematics curriculum based on student performance, assessments and support teachers in implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialists will support school instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction.

GOAL 5: SCIENCE

GOAL 5: SCIENCE

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM I staff also attends ongoing instructional PD hosted by New Visions throughout the year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth 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 and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass, or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their sixth 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 sixth year to pass a science exam.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Fifty-three percent of students in AIM I's 2012 cohort scored at least 65 on a Regents science exam or scored at least 55 using the safety net option for eligible students. AIM I met this measure and exceeded it by three percentage points.

AIM I was able to meet this measure by providing science Regents preparation supports for all students, Regents preparation activities included:

- Strategic Data Process
 - A Regents planning tool was developed to identify Regents supports, preparation, and to ensure each Regents administration included cohort-wide scheduling expectations to determine when students sit for the exam. This tool also supported course sequencing and programming. Students were scheduled in the Data Portal to determine the projected Regents date, and to track preparatory supports.
 - Mock Regents data analysis was conducted to ensure that data from the exam was analyzed by staff. An action-planning tool supported teachers in using the mock Regents data to determine which content and skills to target during Regents prep sessions.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring is offered 2-3 times per week, as well as Saturday Regents preparation
- Regents Boot Camp
 - An AIM Boot Camp was designed to hold students accountable towards making significant progress on the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series assessment and through the AIM I intake process.
- The AP SPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65 or 55 for Safety Net Eligible Students
2012	17	53%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2012	17	53%
2013	25	76%
2014	54	46%
2015	43	14%
2016	26	8%
2017	18	11%

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 students in the high school Total Cohort from comparable transfer high schools.

METHOD

The school compares the performance of students in their sixth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools.

RESULTS AND EVALUATION

Nine percent of students in AIM I's 2012 cohort scored at least 65 on a Regents science exam. Data for comparable transfer high schools' 2012 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

¹² Based on the highest score for each student on any science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate of the High School Total Cohort by Charter School and Comparable Transfer High Schools

Cohort	Charter School		Comparable Transfer High Schools	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	9%	98	N/A	N/A

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

GOAL 6: SOCIAL STUDIES

Goal 6: SOCIAL STUDIES

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions social studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provides students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM I staff also attends ongoing instructional PD hosted by New Visions throughout the year.

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth 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 one of these Regents exams with a score of at least 65 or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass one exam by the completion of their sixth year in the cohort. Students may have

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

taken the exams multiple times and have until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

Seventy-seven percent of students in AIM I's 2012 cohort scored at least 65 on a Regents social studies exam or scored at least 55 using the safety net option for eligible students. AIM I met this measure and exceeded it by 27 percentage points.

AIM I was able to meet this measure by providing social studies Regents preparation supports for all students, Regents preparation activities included:

- Strategic Data Process
 - A Regents planning tool was developed to identify Regents supports, preparation, and to ensure each Regents administration included cohort-wide scheduling expectations to determine when students sit for the exam. This tool also supported course sequencing and programming. Students were scheduled in the Data Portal to determine the projected Regents date, and to track preparatory supports.
 - Mock Regents data analysis was conducted to ensure that data from the exam was analyzed by staff. An action-planning tool supported teachers in using the mock Regents data to determine which content and skills to target during Regents prep sessions.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring is offered 2-3 times per week, as well as Saturday Regents preparation
- Regents Boot Camp
 - An AIM Boot Camp was designed to hold students accountable towards making significant progress on the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series assessment and through the AIM I intake process.
- The AP SPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65 or 55 for Safety Net Eligible Students
2012	17	77%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2012	17	77%
2015	25	64%
2014	54	37%
2015	43	9%
2016	26	8%
2017	18	0%

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer schools.

METHOD

The school compares the performance of students in their sixth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools.

RESULTS AND EVALUATION

Thirteen percent of students in AIM I's 2012 cohort scored at least 65 on a Regents social studies exam. Data for comparable transfer high schools' 2012 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

¹³ Based on the highest score for each student on a social studies Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Regents Passing Rate of the High School Total Cohort by Charter School and Comparable Transfer High Schools

Cohort	Charter School		Comparable Transfer High Schools	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	13%	98	N/A	N/A

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

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

AIM I was in good standing for the 2017-18 school year and therefore meets this measure.

ADDITIONAL EVIDENCE

AIM I was in good standing during 2017-18, which was the first year in their current Accountability Period.

Accountability Status by Year

Year	Status
2017-18	Good Standing

GOAL 8: ADDITIONAL ACADEMIC GOALS

Goal 8: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.

METHOD

The school administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Workforce Ready Employability Assessment. This exam assesses 10 work readiness competencies aligned with the CDOS learning standards. The assessment cut score is 73%. This measure examines the percent of the Accountability Cohort that achieved at least a 73% on the exam by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Twelve percent of students in AIM I's 2012 cohort demonstrated proficiency of CDOS learning standards. AIM I fell short of meeting this measure by 63 percentage points.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. This was the first year AIM I implemented the CDOS Learning Standards and resulted in the school falling short of meeting this measure. The House Model will support the school in achieving this measure. The school will continue to offer post-secondary pathways for all students that align to the CDOS Learning Standards, such as an internship program, vocational training, and college enrollment preparation. The goal for the coming school year is to have all AIM I students graduate with an Engagement Pathway portfolio, that includes:

- internships
- certifications
- job-shadowing
- college acceptances

Proficiency Rate of CDOS Learning Standards
By Sixth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	17	12%

ADDITIONAL EVIDENCE

AIM I reopened under the New Visions Charter Management Organization for the 2017-18 school year. There is not enough data at this time to report out trends.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 8: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will complete a career readiness portfolio containing a career plan and skills employability profile.

METHOD

The school will maintain a career readiness portfolio which will include a career plan, skills employability profile, resume, and other artifacts which reflect career readiness milestones.

RESULTS AND EVALUATION

AIM I has partnered with GSS for the 2018-19 school year and will begin a work based learning program that will include completing a career readiness portfolio. The school will report out data for this measure in the 2018-19 Accountability Plan Progress Report.

Percent of Students Completing a Career Readiness Portfolio

Cohort Designation	Number in Cohort	Percent of Students Completing a Career Readiness Portfolio
2012	17	N/A

ADDITIONAL EVIDENCE

N/A

