



**New Visions
AIM Charter High School I**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Kristin Greer, Principal, Melissa Marcus, Senior Program Officer, and Brad Gunton, Vice President, School Systems & Data Analytics, New Visions for Public Schools prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Melanie Harris	Member
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Kristin Greer has served as the principal since August 2015.

New Visions AIM Charter High School I, formerly ROADS Charter School I, was reopened in 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 age 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. As of BEDS day 2018, 186 students were enrolled in AIM I. Of these students:

- 90% are Black or Latino
- 90% are economically disadvantaged
- 47% are students with disabilities
- 5% 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 socioemotional 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 postsecondary 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; and
- Intensive and integrated socioemotional supports.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	70	40	26	29	165
2018-19	72	56	30	28	186

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 2013 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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 Cohorts who are in their sixth 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.

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	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30 th
2017-18	2012-13	2012	19	2	17
2018-19	2013-14	2014	29	0	29

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 homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2018-19	2013-14	2013	28	44	72

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

Forty percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2019 earned at least ten credits, therefore not meeting this measure. Although AIM I did not meet this measure, the percentage of first year students earning ten or more credits increased three percentage points from last year. It is also notable that there were 20 more first year students this year compared to last year.

During the past year, AIM I implemented a targeted, yet unconventional approach to bridging students’ academic past to ensure a successful path towards graduation. The AIM House Model, implemented in SY18-19, enabled the school to support students during their first year at our school by ensuring they are connected with a house. Students are placed in one of the three houses in the model, based on their credit level and Regents exam attainment at the beginning of each year. Base Camp, where many first year students begin, has specific structures embedded, such as academic advising and goal-setting, to support first year students.

Further, we continue to utilize an intentional scheduling and programming model to meet the broad academic and course needs of our diverse student population with a great deal of social emotional and special education needs. Specifically, with newly enrolled students, this programming model embeds social emotional supports and includes access to work based learning experiences that prepare students for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress.

Percent of Students in their First Year at AIM I Earning At least Ten Credits in 2018-19

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2017-18	38	37%
2018-19	58	40%

ADDITIONAL EVIDENCE

As mentioned above, the school enrolled 20 more new students, in comparison with last year's total enrollment number of first year students. Through intentional scheduling and cultural structures, new students were focused around clear objectives towards meeting their academic goals. Through the House Model, the school has improved their ability to support students in their first year, and help them focus on academic progress. This includes entering students who have completed seventh grade, but not eighth grade. These students received foundational literacy and numeracy support to build their academic prowess, and to further prepare them for the Regents and future college/career entry exams. All Base Camp students (unless tested out) were enrolled in the algebra lab, foundational skills course, which was a non-credit bearing course, to prepare them for the algebra I sequence. Additionally, these students were provided a pre-algebra course that did not equate to a full credit, and served as a bridge to our algebra I course. This impacted the total number of credits that a Base Camp student could receive, in comparison to previous years. While this does not tell the full picture, it does have longitudinal data implications. AIM I's focus for bridging learning gaps is a significant priority given the population of disenfranchised youth, and those that have had significant gaps in their learning. The AIM I House Model, and the foundational supports will further support credit accumulation and provide first year students with a roadmap for academic success.

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

Fifty 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, 2019 earned at least eight credits, therefore not meeting this measure.

Although AIM I fell short of meeting this measure by 15 percentage points, the percentage of returning students earning at least eight credits increased 16 percentage points from last year. This increase is indicative of the targeted approaches towards intentional programming, academic advising, and diversified cohort structures. Additionally, AIM I focused on re-engaging and invigorating returning students through the House Model to provide students with individualized, grouped, and differentiated developmental supports, such as advisory groups, progress towards graduation events, family workshops, and academic goal-setting. As described in the measure above, the AIM redesign process resulted in the development and implementation of the AIM

House Model, which allowed AIM I to provide targeted supports centered on academic advisement, social emotional learning, trauma-informed approaches, re-engagement practices, and needs-based scheduling based on the credits and Regents attainment a student enters with.

Percent of Students Who Have Been at AIM I for More Than One Year Earning at least Eight Credits in 2018-19

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2017-18	155	34%
2018-19	92	50%

ADDITIONAL EVIDENCE

As mentioned, AIM I saw an increase of 16 percentage points after the first year of implementing and restructuring the school towards academic progress through various means, including the primary person model, differentiated scheduling, and the AIM House Model. While AIM I has not yet met this metric, there has been intense focus around supporting students, deemed as high school dropouts, re-engage and demonstrate academic progress. This increase of progress has specifically provided students with a wellness focus to support the social emotional barriers that attributed to lack of/low performance in their educational career. AIM I fosters a restorative practices culture to support students, not only with their social emotional learning, but also to restore academic disparities. With AIM I catering to students that have been at least one grade behind, and have completed seventh grade, many students are academically unprepared, and lack stamina towards academic completion. AIM I builds structures to establish and enhance these areas through multiple pathways, restorative practice, foundational courses, the primary person model, and a structured scheduling process. In addition, while the school did not meet this goal, there were 19 (of the 92) additional students that were on the cusp of meeting this goal.

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 2019.

RESULTS AND EVALUATION

Eighty-seven percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2019. AIM I met this measure and exceeded it by seven percentage points.

AIM I achieved this measure by establishing a warm, welcoming, and highly motivating learning environment for new students. AIM I’s leadership focuses the entire community on establishing a safe haven for opportunity youth, students that possess high levels of trauma, and those that have been disenfranchised. Through the adoption of the Seven Leadership Levers (adapted from “Leveraging Leadership” by Bambrick-Santoyo), AIM I engages the cultural lever as a key pillar towards retaining students. Through intentional planning, AIM I aims to create a strong culture where learning thrives and the whole child is supported through trauma-informed approaches and social emotional learning (SEL). The school employs a primary person model, where each student has a counselor and success coach, that supported them on their path of success. Each student also has opportunities to connect with the school through the schools’ key model, the Engagement Pathways program. This multiple pathway opportunity gives students’ choice in selecting the types of postsecondary paths that they would like to experience during and after the school day.

Each morning, students are greeted by a welcome team, that intentionally greets students with joy. The morning entry process is geared to provide students a wellness check-in with their direct success coach and/or team member. There are specific holistic needs provided (food, clothing, etc.), during entry and throughout the day. Following Maslow’s hierarchy of needs, AIM I provides each student an opportunity to address their barriers with a caring adult, and provides each student with answers to their needs (psychological, safety, belonging, esteem, and self-actualization).

When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement through the primary person model or a success plan. Additionally, the school continues to implement a youth development structure that involves a tiered attendance policy, engagement pathway/postsecondary courses, social emotional assessments, and wellness assessments to properly gather and use data of students social emotional well-being.

Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2017-18	97%
2018-19	87%

ADDITIONAL EVIDENCE

As mentioned previously, AIM I achieved this measure by intentionally focusing on building healthy and effective relationships with students that foster personal and academic success. Through the primary person model, students that have dealt with high levels of trauma and significant personal barriers, experience a safe haven and learning environment for their success. The AIM I youth development structure supports all students towards personal, social emotional, and academic success.

Additionally, AIM I engaged in an intake process that encapsulated the following:

Intake Welcome- A welcome conversation with students/families/caring adults to acclimate new family members to the school community.

Intake Survey- A brief survey is administered to assess student barriers. The student meets with an advocate counselor who administers the survey. This is completed as part of the enrollment process.

Intake Interviewing- Based on the student’s responses from the intake survey, the student is paired with an advocate counselor. During the first meeting between the student and advocate counselor, approximately one hour is spent administering the intake interview questionnaire. This helps the counselor get a better understanding of the student and the student’s needs. All documentation is securely kept in the student’s YD records.

Intervention Plan: Success Roadmap- An intervention plan is developed based on the results from the social emotional assessment and the intake interview and survey process. A list of goals is developed to identify the student's academic resiliency and/or early warning indicators. Goal-setting is at the forefront of this process and helps gauge the overall development of each student.

Progress Update- Goal-tracking, adjustment of interventions, and review of social emotional supports is ongoing and takes place twice during each trimester.

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 2019.

RESULTS AND EVALUATION

Eighty-one percent of students who were enrolled as of BEDS day were retained through June 30, 2019. AIM I met this measure and exceeded it by eleven 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. In addition, AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, as well as returning students, thus contributing to our retention of students. Based on returning students’ track record, AIM I developed specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system, and attendance incentives. This process involved goals and programming with students related to their Houses.

Retention Rate for All Students

School Year	Retention Rate
2017-18	93%
2018-19	81%

ADDITIONAL EVIDENCE

Although the school met this measure, there was a decrease in the percentage of students retained as compared to the previous year. The school continues to provide students with engagement opportunities, for students that were disengaged or approaching disengagement, as well as success plans, for those considering transition. This process helps support students to focus on bridging gaps in their learning, connecting their educational journey, and meet their holistic needs. AIM I will continue to exceed this metric through all of the aforementioned approaches.

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. In August of 2019, the 2015 cohort will have completed its fourth year.

RESULTS AND EVALUATION

Twenty-nine percent of students in the 2015 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, therefore not meeting this measure.

AIM I has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at AIM I. AIM I has prepared and provided students with Regents readiness coursework to meet the gaps that ensue for transfer students that have transferred from other schools. By engaging in mock Regents exam cycles, AIM I provided students with multiple opportunities for practice, including offering the Career Developmental & Occupational Studies (CDOS) course and exam to prepare students for work readiness. Additionally, tailored Regents preparatory programs were provided for students near graduation, as well as each core content area course is embedded with Regents preparation, as aligned to the curriculum.

This year, AIM I will continue to focus on individualized and targeted interventions, bridging learning gaps by providing foundational skills supports, and Regents prep supports. AIM I teachers will engage in an item analysis of the most recent Regents in order to use this data to plan and engage students in effectively preparing for the upcoming Regents exams. Furthermore, students in their fourth year will engage in a process of analyzing their own results to ensure self-assessment and goal setting around Regents attainment.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams
2017-18	2014	89	36%
2018-19	2015	79	29%

ADDITIONAL EVIDENCE

This year AIM I used the House Model strategically to set supports in place for students with regards to Regents. Although AIM I did not meet this measure, through intentional planning, AIM I will be able to connect gaps in credit accumulation and Regents pass rates for students that transfer to the school with a disjointed academic experience. There is an opportunity for future growth in this area as fine tuning the processes above will lead to this.

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 2013 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

Thirty-five percent of students in AIM I's 2013 cohort, graduated after six years, therefore not meeting this measure.

Although, the school did not meet this measure, AIM I is making steady progress towards achieving this goal each year, as evidenced by the twenty-two percentage point increase in graduation rate for cohort 2013. 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 continued to implement 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,

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

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

graduation, and transition plans. The AIM House Model, intervention systems, and Engagement Pathways, helped to propel our students towards achieving this measure, therefore providing students with intentional planning and a clear focus towards graduation.

In addition, AIM I utilized strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last year. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. The numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted resulted in the following:

- Active students had graduation plans that reflected the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June.
- Active students were scheduled to earn four core course credits in each trimester of the school year.

Unfortunately, many students in the 2013 cohort were enrolled under the previous institution and were negatively discharged prior to the school’s restructuring and reopening, thus contributing to the low six-year graduation rate.

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	98	13%
2018-19	2013	72	35%

ADDITIONAL EVIDENCE

Given that students enter AIM I at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. This school year, AIM I increased the number of graduates from 17 students graduating in SY17-18 to 25 students graduating in SY18-19.

Goal 1: Absolute Measures

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

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2013 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 2013 cohort had a persistence rate of 35%. Although AIM I's 2013 cohort did not meet this measure, their persistence rate is 17 percentage points higher than last year's cohort, doubling it.

As mentioned in the previous measure, the implementation and use of the New Visions Data Portal, enabled the school to identify and accurately track the current state of each student. Through the previous mentioned structures, the AIM House Model, academic advising, and work based learning experiences, students engage in preparatory experiences for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress. AIM I's continued partnerships with workforce providers, such as Opportunities for a Better Tomorrow, to support with postsecondary transition, including enrollment in High School Equivalency programs and job readiness programs, promotes student persistence. 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.

The New Visions Data Portal provides AIM I with consistent access to high-priority student data, helping the school to make and monitor critical student planning and support decisions. As previously mentioned, AIM I uses the Portal to engage in strategic data check-ins (SDCs) throughout the year. This results in comprehensive plans for course enrollment, Regents registration and preparation, and academic, attendance, and social emotional supports which are visible to all school and New Visions staff in an integrated view with indicators of student progress. This foundational organizational infrastructure allows for individual student plans to be developed intentionally, implemented with fidelity and timeliness, and continually adjusted in light of evidence.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	18%
2018-19	2013	35%

ADDITIONAL EVIDENCE

AIM I welcomes students from all educational backgrounds and disparities, which includes: students that may have started their high school career 4+ years ago at a previous school before transferring to AIM I; students that have not completed their eighth grade year in middle school; incarcerated students or in placement settings; students that are mandated to leave their homes to take on being a care-giver/parent for their families; and/or students that move out of state and lose touch with the school (please see chart below). All of these factors come into play when educating AIM I students, and therefore, meticulous differentiation and attention is necessary for their ongoing journey. The school has made progress in this area by conducting an in-take assessment that details all of the student barriers at enrollment. This intake assessment helps the Youth Development team at AIM I garner partnerships with community-based organizations, agencies, and other entities to support students. Last school year, AIM I partnered with Good Shepherd Services to support students with housing, employment, and other holistic needs. Additionally, due to a 41% population of youth that have court involvement/family court involvement, AIM I partnered with Youth Represent, an agency dedicated to improving the lives and futures of young people affected by the criminal justice system. For the last two years, AIM I has partnered with the Urban Yoga Foundation to establish holistic and wellness services for students to support their well-being. Urban Yoga Foundation provides AIM I students with mindful tools to increase awareness and focus, improve academic performance and engagement, and learn to self-regulate. This partnership helps AIM I teach social emotional competencies through the arts and serves as a therapeutic source for wellness. Finally, AIM I is connected with the JobsFirst initiative for transfer schools that pairs a school with a community-based organization, to provide employment and postsecondary opportunities. AIM I was paired with Opportunities for a Better Tomorrow (OBT), an organization that serves as a bridge to economic opportunity for youth, individuals, and families in underserved communities. OBT supports AIM I by providing students that transition from AIM I enrollment into a HSED (High School Equivalency Diploma) and employment training.

Risk Factors	Number of Students
Housing Insecure	20
Court Involved/Incarcerated Family Member	76
Foster Care	17
Welfare	75
Mental Health (Family/Student)	8
Witness/Victim of Domestic Abuse	23
Teen Parent	16

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 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

Thirty-five percent of students in AIM I's 2013 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 15 percentage points. School data for comparable transfer high school's 2013 cohort was not available for comparison at the time of this report.

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

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	98	13%	6,19	50%
2018-19	2013	72	35%	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2018-19, AIM I achieved two of eight measures of the high school graduation goal.

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 a 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
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

AIM I will be in its second year of implementation of the 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. AIM I will continue to fine tune this system by being strategic in programming. Teachers will be assigned to a house, therefore providing stability/continuity to students within each house. Furthermore, advisory for each house will be co-taught by teachers that teach within a particular house. As AIM I has recently moved to a new facility, houses will be designated their own separate space, thus allowing each house to create their own environment to focus on their goals. In other words, Summit students will be separated from other houses, to ensure they remain focused on fulfilling the outstanding requirements for graduation, while Base Camp students’ will focus on achieving at minimum ten credits during their first year. In addition, all

students in Base Camp will continue to be enrolled in both ELA and math labs. All students in Peak will continue to 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.

Urban Assembly Resilient Scholars Program

For school year 2019-20, AIM I will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM I in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM I will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.

An SEL team will be developed, which will take an inventory of all programs and activities currently at AIM I to identify which programs developed social emotional competencies, as well as better target supports that develop social emotional competencies. Next, the team will create a step-by-step implementation plan for our school through SEL programming in the Implementation Rubric, utilizing the RSP Portal. Finally, AIM I will engage in a Sustainability Rubric to determine our organizational capacity to maintain program concepts and activities while collecting artifacts that support the rating.

SEL Assessment

AIM I will administer an SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that the school will use to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devvereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:

- To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
- Root SEL assessments in observed strength-based behaviors;
- Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
- Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
- Roll out the logistics of the assessment to implementing staff; and
- Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.

SEL Advisory & Curriculum

AIM I will be utilizing the curriculum provided by UARSP to provide direct instruction to students around the areas of self-awareness, self-management, social awareness, and social management. The goals of this program is to enhance a child's social and emotional skills, which are essential to

academic achievement. Social skills include things like making and keeping friends, showing respect for others, and resolving agreements. Emotional skills include things like being able to recognize their own and other's emotions, and showing healthy self-control. AIM I will be able to utilize this language in and out of the classroom as a way of redirecting students, as teachers and staff will have a common language to address persistent student issues.

Primary Person Model

The AIM I primary person model (PPM) ensures every student is connected to a caring adult who champions his or her education from the first day of school until graduation. By strengthening personal relationships in the school and providing a single point of service for every student to obtain needed supports, AIM I increases each students' chances of academic success. The PPM provides a student advisor, that works closely with students to develop important personal skills to stay focused on their academic and postsecondary goals. The design fosters higher student attendance, reduces the number of dropouts, behavior issues, and suspension rate, enabling students to spend more time learning in school.

Emphasis on Literacy and Numeracy

In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses. These courses are taught through research-based software, such as Read 180, System 44, Accelerated Math, and Math Facts in a Flash.

Graduation Plans

AIM I will continue to ensure that all active students have a graduation plan for success. All graduation plans are housed in the New Visions Data Portal, which all staff members can access. The graduation plans (as viewed in the Data Portal) provide data for the school around: credits, Regents, attendance, Regents preparatory activities, and much more. These plans are also used to support the AIM I programming team schedule students for Regents exams and graduation. In addition to programming, the graduation plans provide school staff with the opportunity to view the data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As previously mentioned, numerous graduation planning, Regents planning and preparation, credit gap, and data analysis meetings occur to:

- Ensure active students have graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Ensure active students are planned for Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Ensure active students are programmed for courses or additional support activities that prepare them for the exams they are taking in January, June, or August.
- Ensure active students are scheduled to earn specific core course credits in each trimester of the school year.

Youth Development & Student Support Department:

AIM I has enhanced the Youth Development team to incorporate a counseling team, student support team, and student advisory team to provide social emotional supports and other services

necessary to support the diverse needs of students attending AIM I. Through the enhancement of the Youth Development team AIM I will continue to provide and strengthen the following models of supports:

- Primary Person Model - AIM I will implement and manage a primary person model
- School Culture - AIM will imbed social emotional learning development
- Coordinate Work Based Learning & Internship Opportunities for Students & Alumni - AIM I will secure a point person with a defined role, to support student postsecondary readiness plans
- Systems to Manage and Coordinate Access to Ancillary Support Services - AIM I will coordinate of support partners to ensure effective management

Intake Process

AIM I has enhanced the intake process to ensure a successful route towards graduation, that includes the following:

- **Intake Welcome Meeting-** A welcome conversation with students/families/caring adults to acclimate new family members to the school community.
- **Survey-** A brief survey will be administered to assess student barriers. Student will meet with an advocate counselor who will administer the Survey. This will be completed as part of the enrollment process.
- **Diagnostic/Social Emotional Assessment:** Each student will complete a social emotional survey to assess students' overall well-being, capacity, self-motivation and resiliency, for the purposes of tracking development in relationship with each student's academic achievement.
- **Intake Advisor Interview-** Based on the student responses from the intake survey, a student would be paired with an advocate counselor. During the first meeting between student and advocate counselor, approximately one hour will be spent administering the intake interview questionnaire. This will help the counselor get a better understanding of the student and the student's needs. All documentation must be securely kept in the student's YD records.
- **Intervention Plan: Success Roadmap-** an intervention plan will be developed based on the results from the social emotional assessment and the intake interviewing & survey process. A list of goals will be developed to identify the student's academic resiliency and/or early warning indicators. Goal-setting will be at the forefront of this process and will help gauge the overall development of each student.
- **Progress Update:** Goal-tracking phase and adjustment of interventions, and review of social emotional support will be ongoing and take place twice during each trimester.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year 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 postsecondary options. AIM I will track and report the percentage of students who graduate in the reporting year 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 postsecondary outcome data for AIM I’s 2012 cohort was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary 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

School Year	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	17	TBD
2018-19	25	TBD

ADDITIONAL EVIDENCE

Each year, we will improve the percentage of students who move into a postsecondary plan following the year they graduate by having the alumni and postsecondary support coordinator meet monthly with students to establish a clear pathway towards their postsecondary future. Additionally, the school will foster relationships with students that will enable strategic communication with their next steps.

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year 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

Thirty-four percent of students in AIM I's 2013 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM I's 2013 cohort demonstrating proficiency of CDOS learning standards was 22 percentage points higher than the 2012 cohort. It is also notable that the 2013 cohort was larger than the 2012 cohort.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. In this second year of implementation, AIM I provided CDOS workshops to the Summit House students as an opportunity to sit for the NYSED approved CDOS exam. The House Model supported this year's increase by strategically preparing Summit and Base Camp students. AIM I conducted CDOS readiness workshops as a tertiary support for Base Camp students and provided workshops to Summit House as a targeted approach. Additionally, the school continues to offer postsecondary pathways for all students as a universal intervention that aligns to the CDOS learning standards, such as an internship program, vocational training, and college enrollment preparation.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	29	34%

ADDITIONAL EVIDENCE

Although AIM I did not achieve this goal, the school has more than doubled the percentage of students attaining this goal from the previous year. AIM I will continue to improve on its postsecondary pathways program. Additionally, the goal for the upcoming school year is to have all AIM I students graduate with an Engagement Pathway portfolio, that includes: internships; certifications; job-shadowing; and college acceptances.

Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year 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

One hundred percent of students planned to graduate in school year 2018-19 completed a career readiness portfolio, therefore meeting this measure.

At AIM I, student advisors work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM I and meets with his/her coach. The advisors/social workers/guidance counselors (Youth Development Team) work individually with each student on their caseload to develop a carefully mapped out plan that includes a career skills and interest assessment, college and career exploration, and internship opportunities. They also collaborate and co-create a postsecondary plan with structured goals and objectives to meet those goals for students on their caseload. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. The advisors/social workers/guidance counselors stay in close communication with stakeholders, including administration, family members, dean, and teachers, to ensure transparent communication with his/her students.

AIM I is part of a multi-school and multiple organization initiative focused on developing targeted career pathways through partnerships with workforce development organizations in the Brooklyn community. As part of a three year project, AIM I is working with the Opportunities for a Better Tomorrow program (OBT) as a local workforce development organizations with sector-based training and placement, to build career readiness for students at AIM I in the following three phases: career awareness and exploration (self-assessments, interviewing skills, networking, career research and exploration), advanced career development (work-based learning experiences like internships, job shadowing, organization and industry site visits), and sectoral postsecondary training (coding, web design, tech support, green maintenance and construction). The School Design Team, consisting of AIM I staff, the workforce partners, and JobsFirstNYC coaches, met every three weeks to build the structure for delivering career readiness, the details of implementation, and outcomes.

AIM I also engaged students in college and career exploration in the following ways:

- All students completed an Individual Career Plan during existing work readiness workshops or through advisory and counseling spaces conducted by AIM I and OBT;
- The Youth Development Team conducted career readiness activities, events, and initiatives for career week in February;
- Senior meetings: where students share their plans, dreams, and goals after high school;
- The AIM I internship program;
- Participation in college application week;
- Day and overnight trips to college campuses; and
- Ongoing preparation and administration of the LifeskillsUSA employability assessment.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	29	100%

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort to that of the respective cohort of students in comparable transfer high school. The postsecondary enrollment rate by six months after high school shows the percentage of students who graduated and enrolled in a two or four-year college, vocational program, or public service within six months of their transfer school graduation deadline. Due to the nature of this metric data will be lagged by one year. Data for this measure is provided by the NYC DOE School Quality Snapshot.

RESULTS AND EVALUATION

AIM I’s postsecondary enrollment rate for cohort 2012 six months after high school graduation was 5%. Cohort 2012 students from comparable transfer high schools had a postsecondary enrollment rate of 21%, therefore AIM I did not meet this measure.

Postsecondary Enrollment Rate Six Months After High School Graduation

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Enrollment Rate	Number in Cohort	Enrollment Rate
2017-18	2012	91	5%	619	21%
2018-19	2013	72	TBD	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE POSTSECONDARY OUTCOME GOAL

In school year 2018-19, AIM I achieved one of four measures of the postsecondary outcome goal. Data for one measure was not available at the time of this report.

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.	TBD
Absolute	Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.	Achieved
Comparative	Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved

ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I will be hiring a college and career advisor to ensure that all students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **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 an 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 continue to 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) workshops/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 postsecondary 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 JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: English Language Arts

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 postsecondary coursework.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Additionally, during school year 2018-19, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and teacher teams to modify the ELA curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Further, instructional specialists supported school instructional leaders in coaching teachers around these routines and supporting teachers to meaningfully adjust instruction. AIM I instructional leaders and teachers also attended numerous professional development sessions provided by New Visions, which were then turn-keyed at the school.

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 requirements 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)³ 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-six percent of students in AIM I's 2013 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, exceeded it, and increased five percentage points from last year.

During trimesters 1 and 2 of last school year, teachers received professional development on writing objectives and aligning objectives to assessment criteria. This PD was in response to classroom observation data and teacher needs. The focus was on aligning objectives to assessment criteria and content standards to support teachers in understanding how to provide multiple entry points for students by planning backwards from the assessment. This also provided opportunities to build in checks-for-understanding, allowing teachers to determine if they needed to adjust instruction to ensure students mastered the objective.

Teachers also received professional development on literacy strategies to support student writing across content areas, which ultimately supported preparation for the ELA Regents exam. The reason for this focus was based on the number of students reading and writing below grade level and the literacy interventions students needed to pass Regents exams. Teachers looked at On Demand Writing and Performance Series student data to better understand current student needs. Additionally, AIM I engaged in the following instructional development activities:

- Teachers received professional development on building complex sentences and paragraph strategies during school-wide professional development.

³ 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.

- Teachers received professional development during department meetings, from a New Visions Instructional Specialist, on accessible planning and received an accessible planning checklist, and instructional routines.

In addition, ELA Regents preparation supports provided to all students contributed to cohort 2013's achievement. 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 was 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.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁴

School Year	Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	71%
2018-19	2013	29	76%

ADDITIONAL EVIDENCE

This past year, the overall ELA Regents passage rate for all students tested increased. In school year 2017-18, 16% of the 31 students who sat for the ELA Regents in January and June passed. In comparison, of the 34 students who sat for the ELA Regents in school year 2018-19 in January and June, 32% passed. AIM I continues to improve in this area due to intentional professional development to support instructors with scaffolding and modifying New Visions curriculum. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

AIM I Regents	SY 17-18 Jan / June Regents			SY 18-19 Jan / June Regents			Change between SY 17-18 and SY 18-19		
	Sit #	Pass #	Pass %	Sit #	Pass #	Pass %	Sit Change	Pass Change	% change
CC ELA Regents	31	5	16%	34	11	32%	3	6	16%

In addition, as seen in the table below, cohort 2014 has already met this measure, with 71% of students passing the ELA Regents, prior to completing their sixth year.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	29	76%
2014	54	46%	51	71%
2015	43	14%	50	36%
2016	26	4%	38	13%
2017	18	11%	28	7%
2018			22	0%

⁴ Based on the highest score for each student on the English Regents exam

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 school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁵ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 English language arts MIP for all students of 63.2.

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 Accountability Cohort. 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

AIM I’s 2015 cohort had an ELA Performance Index of 39, therefore not meeting the school’s 2018-19 ELA Measure of Interim Progress of 63.2. Although this measure was not achieved, the 2015 cohort’s ELA PI was three points higher than the 2014 cohort’s performance index of 36.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

English Language Arts Performance Index (PI)
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
50	72%	20%	2%	6%

$$\begin{aligned}
 \text{PI} &= 20 + 2 + 6 = 28 \\
 &+ 2 + 6 = 8 \\
 &+ (.5)*6 = \underline{0.03} \\
 \text{PI} &= 39
 \end{aligned}$$

ADDITIONAL EVIDENCE

N/A

⁵ 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

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 the PI of comparable transfer high schools.

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 comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer high schools is not yet available.

RESULTS AND EVALUATION

AIM I’s 2015 cohort had a ELA Performance Index of 39 compared to comparable transfer high schools’ 2014 cohort’s ELA Performance Index of 63.5, therefore not meeting the measure. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

English Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	36	43	63.5	777
2018-19	2015	39	50	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.⁶

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure 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 measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Forty percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment, therefore not meeting this measure.

All students at AIM I are assessed via Performance Series, a web-based reading screener used to produce broad information about student reading skills. Students sit for the Performance Series in August/September or as soon as they are enrolled at AIM I, and again in April/May in order to measure for growth. This Lexile data is available immediately upon completion of the Performance Series; New Visions gathers and organizes the data so schools in the network can turnkey Lexile information to staff, students, and parents and use the data to inform instructional practices and to determine the students who require further testing.

Performance Series provides a Lexile level in English, and students are sorted into Tier 1, Tier 2, or Tier 3 based on this information:

- Tier 1: >1000L
- Tier 2: 781-999L
- Tier 3: <780L

During the fall of 2018-19, 85% of students, who were enrolled during the fall and spring testing windows, sat for the Performance Series assessment. Based on the data, students fell within the following bands:

- 23% - Tier 1
- 25% - Tier 2
- 52% - Tier 3

Unfortunately, only 59% of students, who were enrolled during both testing windows, sat for the Performance Series assessment in the spring. Given the low participation rate during the spring

⁶ 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.

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assessment administration, our ability to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	158	54	52%
2018-19	152	89	40%

ADDITIONAL EVIDENCE

N/A

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-two percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore not meeting this measure.

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	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	40	16	25%
2018-19	29	23	22%

ADDITIONAL EVIDENCE

During school year 2018-19, the New Visions instructional specialist for interventions supported AIM I by providing coaching for intervention teachers and providing school leadership with a list of students eligible for Read 180 each trimester. During coaching sessions intervention teachers reviewed Read 180 literacy data and set goals for student and their practice.

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 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’s 2013 cohort’s ELA passage rate of 76% exceeds cohort 2012’s ELA passage rate of 71%, therefore meeting this measure.

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

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	ELA Passage	Number in Cohort	ELA Passage
17	71%	29	76%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2018-19, AIM I achieved two of six measures of the high school English language arts goal.

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.	Not Achieved
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.	Not Achieved
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile measures 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.	Achieved

ACTION PLAN

In the 2019-20 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Additionally, due to the vast academic needs and gaps of our students, the instructional priority will focus on using assessment data to drive instruction. AIM I's instructional framework incorporates the regular and coordinated use of diagnostic and formative assessments to understand the content and skills that students have mastered. AIM I teachers will engage in concept mastery development to modify assessments and identify mastery of subject concepts. Time in department meetings and common-planning time will be devoted to utilizing, analyzing, disaggregating, and planning with assessment data that directly correlates with course concepts and student achievement.

AIM I will continue to work with New Visions Instructional Specialists to provide onsite and remote coaching related to modifying and adapting curriculum. Instructional specialists will also work with the school's instructional leaders to plan differentiated and department-specific supports for teachers around instructional routines and providing access for all students. Teachers will also receive coaching from Ramapo, an external organization, around utilizing a holistic, trauma-informed pedagogical approach. Additionally, the AIM I Instructional Leadership Team will provide direct coaching and support to teachers around instructional and professional goals. Coaching will

include working with the assistant principal and the ELA department team to modify the ELA curriculum based on student performance and assessments.

AIM I will continue to improve in ensuring all active students take the Performance Series reading diagnostic assessment during the first trimester (and upon enrollment) to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to 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. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Performance Series data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2019-20, we will focus the Read 180 course on students that have severe learning deficits, as well as 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.

AIM I's redefined lesson plans will continue to provide teachers with guidance to reflect and plan for modifications to meet all student needs. In addition, AIM I's ELA department met to develop and plan concept mastery with the AIM II ELA teaching team. This collaboration will be fostered throughout the year for planning and learning purposes.

Last school year, AIM I engaged in a structured coaching plan, and will continue to do so in the coming year. The coaching plan includes one-on-one coaching, mentor teachers, and a coaching and Instructional Specialist action plan detailed below.

One-on-One Coaching

One-on-one coaching will focus on one of the domains of New Visions' Teaching Framework (as aligned to Danielson), which will help teachers build the strong foundation they need to be successful in classrooms and provide the building blocks that lead to rigorous tasks and differentiated instruction. Additionally, AIM I coaches will focus teachers on improving instruction to ensure high quality teaching, in the following areas:

- Implementing high, clear expectations for students' behavior and routines.
- Clearly communicating standards-based content-language objective(s) for the lesson, connecting to larger rationale(s).
- Intentionally using instructional methods and pacing to teach content-language objectives.
- Implementing checks for understanding of content-language objective(s).

Mentor Teachers: Peer Conferencing

Mentor Teachers will support in building positive classroom cultures by initially looking at all classrooms through the lens of a positive, culturally responsive, and equitable environment. This includes:

- demonstrating knowledge of, interest in, and respect for diverse students' communities and cultures in a manner that increases equity; and

- fosters a motivational and respectful classroom environment.

Coaching & Instructional Specialist Action Plan

- Each teacher will have an instructional coach
- Each teacher will receive PD supported by an Instructional Lead & Specialists
- Coaching Focus Areas:
 - Centered around goals (aligned to the Danielson Framework):
 - Personal goal
 - School-wide instructional goal
 - Instructional Program
 - Modifying instructional delivery:
 - Access for All: Instructional Specialist
 - Will meet with co-teaching cohorts per trimester to center around co-planning and co-instructing, as well as modifying assessments/delivery.
 - Will work with Instructional Leaders to enforce alignment.
 - Will be in school once per week.
 - Instructional routines
 - Will work with Instructional Leaders.
 - Will work with department pairs to reinforce instructional routine development, planning, and the use of assessment data yielded from routine practice.
 - Classroom environment: Ramapo
 - Will work with school team to enforce AIM I's culture and climate model through the Ramapo toolkit.
 - Will work with teachers as needed.

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 math 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.

This past year, AIM I instituted an RtI intervention system of support for students. AIM I math teachers provided a foundational skills lab to support students master skills and bridge learning gaps. This lab enabled students to practice at a differentiated rate, and fostered a personalized approach. This program also provided students with an early warning intervention for students that did not meet the algebra I grade level, based on the STAR Math assessment results. Over 100 students were programmed for math labs throughout the year, based on need.

AIM I also provided a bridge to the algebra I sequence by offering a pre-algebra course, that enabled students to master pre-algebraic concepts. This class was in addition to the lab, and was specifically for Base Camp students and those that had not fulfilled the algebra I sequence due to low performance and lack of mastery. This course was bridged with the New Visions math curriculum and the transitions to algebra curriculum. New Visions developed a scope and sequence that AIM I could use to ensure students would not be off-track for graduation. The math lab and transitions to algebra course, while appearing to slow down course progression, was intentionally designed by the school and New Visions network to bridge learning gaps for opportunity youth and students with significant learning disparities.

To foster professional development, math pedagogues were trained on all math curriculum and learning software. Additionally, leaders and teachers attended numerous professional development sessions provided by New Visions, which were then turn-keyed at the school.

Additionally, as mentioned previously, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and

teacher teams to modify the math curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Instructional specialists also supported school instructional leaders in coaching teachers around these routines and supporting teachers to meaningfully adjust instruction.

Finally AIM I offered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

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.

RESULTS AND EVALUATION

Seventy-nine percent of students in AIM I's 2013 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 and exceeded this measure and improved two percentage points from last year.

AIM I was able to meet and exceed this measure by providing mathematics Regents preparation supports for all students, embedding Regents preparation into course curriculum, offering mock Regents and Regents preparation activities, that included:

- Regents Planning
 - 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.

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- 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

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. Including the development of the Math Lab and Transitions to Algebra course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁷

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score at Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	77%
2018-19	2013	29	79%

ADDITIONAL EVIDENCE

It is important to note that cohort 2013 was larger than cohort 2012 and had a higher passage rate. This is attributed to the aforementioned programs and supports, but also to the emphasis on graduation that is embedded throughout the school's culture. In addition, as seen in the table below, cohort 2014 has already met this measure, with 59% of students passing a math Regents, prior to completing their sixth year.

⁷ Based on the highest score for each student on a mathematics Regents exam

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	80%	29	89%
2014	54	39%	51	59%
2015	43	28%	50	42%
2016	26	12%	38	39%
2017	18	0%	28	14%
2018			22	5%

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 school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 mathematics MIP for all students of 33.3.

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 Accountability Cohort. 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

AIM I’s 2015 cohort had a math Performance Index of 18, therefore not meeting the school’s 2018-19 math Measure of Interim Progress of 33.3.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

⁸ 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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Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
50	82%	18%	0%	0%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 18 & + & 0 & + & 0 & = & 18 \\
 & & & & 0 & + & 0 & = & 0 \\
 & & & & & + & (.5)*0 & = & 0 \\
 & & & & & & \text{PI} & = & 18
 \end{array}$$

ADDITIONAL EVIDENCE

N/A

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 the PI of comparable transfer high schools.

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 comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer schools is not yet available.

RESULTS AND EVALUATION

AIM I’s 2015 cohort had a math Performance Index of 18, compared to the 2014 cohort of comparable transfer high schools’ math Performance Index of 40.2, therefore not meeting the measure. School data for comparable transfer high schools’ 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

Mathematics Regents Performance Index (PI) of Fourth-Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	18.6	43	40.2	777
2018-19	2015	18	50	TBD	TBD

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.⁹

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

Fifty-one percent of students, who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. AIM I fell short of meeting this measure by nine percentage points.

Star Math serves as the school's universal screener and diagnostic assessment. All students take the Star Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data.

During fall 2018, 77% of students, who were enrolled during the fall and spring testing window, sat for the STAR Math assessment. Unfortunately, only 50% of students, who were enrolled during both testing windows, sat for the STAR Math assessment in the spring.

Similar to the literacy growth metric, given the low participation rate during the spring assessment administration, our ability to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

These scores were used to determine which students would best benefit from being enrolled in math lab and as a baseline to determine appropriate interventions. Students attended math lab on an alternating day schedule. Students placed in math lab, engaged in a blended learning, independent practice experience, that combined foundational skills growth with algebra Regents skills. The intervention programs used in math lab, were Accelerated Math and Math Facts in a Flash. In addition to the math lab class, all students enrolled in Base Camp algebra, were taught utilizing the curriculum from transitions to algebra and New Visions algebra I curriculum.

⁹ 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.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	152	76	51%

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.¹⁰

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.

RESULTS AND EVALUATION

Thirty percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore AIM I did not meet this measure.

AIM I developed the math skills lab course as an intervention for students that did not meet the grade level requirement for skills mastered to enter the algebra I curriculum. Math skills was designed to build students mathematical understanding and fluency through targeted, individual intervention based on students’ current level of understanding and performance. In this course math educators used two different programs, Math Facts in a Flash and Accelerated Math 2.0 to support reaching our goal. In addition, students regularly participated in teacher led small-group workshops. This course was designed as a foundation for all future mathematics courses. Throughout the course, common core standards are taught and reinforced as students learn how to apply the concepts in real life situations.

Course Objectives & Goals: The course will focus around specific social and mathematical goals, centered on shifting students towards a growth mindset. The goals of the course are:

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.

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- Students will learn the value of taking time to think about math and listen to how others make sense of their work to arrive at a common understanding.
- Students will build the habits of using precise language, practicing, and sharing their thoughts.
- Overall, students will be able to strengthen and improve their understanding and fluency in the subject of mathematics.

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

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	111	70	30%

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 the 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's 2013 cohort's math passage rate of 79% exceeds cohort 2012's math passage rate of 77%, therefore meeting this measure.

AIM I was able to meet and exceed this measure by providing mathematics Regents preparation supports for all students, embedding Regents preparation into course curriculum, offering mock Regents and Regents preparation activities, that included:

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- Regents planning;
- mock Regents data analysis and action planning;
- embedded classroom supports; and
- intensive tutoring supports.

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

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	Math Passage	Number in Cohort	Math Passage
17	77%	29	79%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2018-19, AIM I achieved two of six measures of the high school mathematics goal.

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 fourth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the school's ESSA accountability system.	Not Achieved
Comparative	Each year, the Performance Index ("PI") in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	Not Achieved
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	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, 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.	Achieved

ACTION PLAN

AIM I is developing an intervention and mathematics skills-based opportunity for students. In doing so, AIM I will refine and enhance the mathematics content development to ensure that all academic performance metrics are met in the coming year. The math department will continue to focus around a math sequence that supports and bridges the learning gaps that students have towards academic success. Therefore, AIM I has further enhanced the House Model to reflect the differentiated needs of specific student groups to ensure that alignment towards graduation is pivotal.

This past school year, AIM I implemented the math skills lab intervention course that provided students with a personalized, and highly differentiated opportunity to practice and master foundational skills that are necessary for skill development. The school reviewed the data to structure the 2019-20 school year to identify opportunities for enhancement. One enhancement that will be implemented is embedding the math skills lab for all Base camp students, as a block period. This block period will offer students more instructional time to learn the course content objectives, as well as differentiated practice time. Our hope is to establish a correlation between the learning gap needs and the course content requirements. We hope to ensure that improvement is imminent due to this strategic intervention.

Another specific step that AIM I will take will be to incorporate a concept mastery sequence for all math courses. AIM I teachers will modify the New Vision curriculum by breaking curriculum into “bite-sized” concepts for its students that come into the school severely lagging behind in the skills necessary to perform at the level specified by Common Core Standards. Teachers will engage in a cycle of mastery to bridge concepts, assess students, and remediate learning for students that have not demonstrated mastery. AIM I will focus on assessing students on a tiered level: procedural, conceptual, and proof. Additionally, AIM I collaborated with AIM II to partner in the concept development process. This collaboration will be fostered throughout the year for planning and learning purposes.

AIM I will continue to improve in ensuring all active students take the STAR Math assessment during the first trimester (and upon enrollment) to provide teachers, administrators, and students with a normative skills score. These scores will continue to be used to identify students who are in need of additional supports in attaining the math skills and subskills needed for mathematical fluency. STAR math will be used to assess students’ math levels and place them into the appropriate intervention and/or core course.

The enhancement of the AIM I numeracy model, as detailed above, is designed to provide students with necessary interventions and embedded classroom supports. The model helps to identify deficiencies in foundational math skills and implement differentiated instruction to support numeracy development.

Based on assessment results, students will be placed into appropriate tiers, to receive differentiated instruction within a block period, math course, and/or advanced math course, utilizing 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's redefined lesson plans will continue to provide teachers with guidance to reflect and plan for modifications to meet all students' needs. All math department instructional 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 devoted towards utilizing, analyzing, disaggregating and planning with assessment data that directly correlates with course concepts and student achievement.

During the 2019-20 school year AIM I will continue to work with New Visions Instructional Specialists to provide onsite and remote coaching related to modifying and adapting curriculum. Instructional specialists will also work with the school's instructional leaders to plan differentiated and department-specific supports for teachers around instructional routines and providing access for all students. Teachers will also receive coaching from Ramapo, an external organization, around utilizing a holistic, trauma-informed pedagogical approach. Additionally, the AIM I Instructional Leadership Team will provide direct coaching and support to teachers around instructional and professional goals. Coaching will include working with the assistant principal and the math department team to modify the math curriculum based on student performance and assessments.

As mentioned previously, last school year AIM I engaged in a structured coaching plan, and will continue to do so in the coming year. The coaching plan includes one-on-one coaching, mentor teachers, and a coaching and Instructional Specialist action plan detailed below.

One-on-One Coaching

One-on-one coaching will focus on one of the domains of New Visions Teaching Framework (as aligned to Danielson), which will help teachers build the strong foundation they need to be successful in classrooms and provide the building blocks that lead to rigorous tasks and differentiated instruction. Additionally, AIM I coaches will focus teachers on improving instruction to ensure high quality teaching, in the following areas:

- Implementing high, clear expectations for students' behavior and routines.
- Clearly communicating standards-based content-language objective(s) for the lesson, connecting to larger rationale(s).
- Intentionally using instructional methods and pacing to teach content-language objectives.
- Implementing checks for understanding of content-language objective(s).

Mentor Teachers: Peer Conferencing

Mentor Teachers will support in building positive classroom cultures by initially looking at all classrooms through the lens of a positive, culturally responsive, and equitable environment. This includes:

- demonstrating knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity; and
- fosters a motivational and respectful classroom environment.

Coaching & Instructional Specialists Action Plan

- Each teacher will have an instructional coach
- Each teacher will receive PD supported by an Instructional Lead & Specialists
- Coaching Focus Areas:
 - Centered around goals (aligned to the Danielson Framework):
 - Personal goal
 - School-wide instructional goal
 - Instructional program
 - Modifying Instructional Delivery:
 - Access for All: Instructional Specialist
 - Will meet with co-teaching cohorts per trimester to center around co-planning and co-instructing, as well as modifying assessments/delivery.
 - Will work with Instructional Leaders to enforce alignment.
 - Will be in school once per week.
 - Instructional routines:
 - Will work with Instructional Leaders.
 - Will work with Department pairs to reinforce instructional routine development, planning, and the use of assessment data yielded from routine practice.
 - Classroom environment: Ramapo
 - Will work with school team to enforce AIM I's culture and climate model through the Ramapo toolkit.
 - Will work with teachers as needed.

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.

RESULTS AND EVALUATION

Seventy-six percent of students in AIM I's 2013 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 and exceeded this measure and increased 23 percentage points since last year.

AIM I was able to meet and exceed this measure by providing science Regents preparation supports for all students, embedding Regents preparation into course curriculum, offering mock Regents and Regents preparation activities, that included:

- Regents Planning
 - 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.
- Embedded Science Lab - in order to ensure that students complete the requirements to graduate AIM I embeds the science laboratory coursework as part of the students' school day.
- 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

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹¹

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for Safety Net Eligible Students
2017-18	2012	17	53%
2018-19	2013	29	76%

ADDITIONAL EVIDENCE

It is important to note that cohort 2013 was larger than cohort 2012 and had a higher passage rate. This is attributed to the aforementioned programs and supports, but also to the emphasis on graduation that is embedded throughout the school's culture.

In addition, as seen in the table below, cohort 2014 has already met this measure, with 61% of students passing a science Regents, prior to completing their sixth year.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	29	76%
2014	54	46%	51	61%
2015	43	14%	50	36%
2016	26	8%	38	18%
2017	18	11%	28	18%
2018			22	5%

Goal 5: Comparative Measure

Each year, the percent of students in the fourth year 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 fourth year in the charter school high school Total 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 fourth year, the school presents most recently available comparable transfer high school results.

¹¹ Based on the highest score for each student on any science Regents exam

RESULTS AND EVALUATION

Sixteen percent of students in AIM I’s 2015 total cohort scored at least 65 on a Regents science exam, compared to comparable transfer high school’s cohort 2014’s science pass rate of 36%, therefore not meeting this measure. School data for the 2015 cohort was not available for comparison at the time of this report.

It should be noted; this measure compares fourth year Total Cohort performance rather than sixth year Total Cohort performance. Given that both AIM I and the comparable transfer high schools serve overage and under credited students it would be logical to compare sixth year performance data, however only fourth year performance data is publically available.

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

School year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	20%	84	36%	777
2018-19	2015	16%	79	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

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 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

Sixty-six percent of students in AIM I's 2013 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 16 percentage points. Though we met the 50% benchmark, we did see a decrease from the previous cohort.

AIM I was able to meet and exceed this measure by providing social studies Regents preparation supports for all students, embedding Regents preparation into course curriculum, offering mock Regents and Regents preparation activities, that included:

- Regents Planning
 - 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

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.

2018-19 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 Cohort¹²

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for safety net eligible students
2017-18	2012	17	77%
2018-19	2013	29	66%

ADDITIONAL EVIDENCE

Although AIM I met this target, there was a slight decrease from the previous cohort, that can be attributed to the change in the Global Regents exams.

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		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	25	64%	29	66%
2014	54	37%	51	49%
2015	43	9%	50	33%
2016	26	8%	38	16%
2017	18	0%	28	4%
2018			22	0%

Goal 6: Comparative Measure

Each year, the percent to students in the fourth year 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 fourth year in the charter school high school Total 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 fourth year, the school presents the most recently available comparable transfer high school results.

RESULTS AND EVALUATION

Fifteen percent of students in AIM I's 2015 total cohort scored at least 65 on a Regents social studies exam, compared to comparable transfer high school's cohort 2014's social studies pass rate of 22%, therefore meeting/not meeting this measure. School data for the 2015 cohort was not available for comparison at the time of this report.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

It should be noted; this measure compares fourth year Total Cohort performance rather than sixth year Total Cohort performance. Given that both AIM I and the comparable transfer high schools serve overage and under credited students it would be logical to compare sixth year performance data, however only fourth year performance data is publically available.

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

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	N/A	N/A	22%	777
2018-19	2015	79	15%	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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’s ESSA accountability status for 2018-19 was Good Standing based on a finding by the Commissioner of extenuating or extraordinary circumstances.

AIM I was preliminarily identified as CSI because cohort 2013’s four-year graduation rate was below 67%. The school participated in the Transfer High School Automatic Appeals Processes and appealed its preliminary designation, and received a status of Good Standing. AIM I submitted a Plan for Improving Outcomes for Youth Placed At Risk to NYSED last winter, a requirement for schools to participate in the Transfer High School Automatic appeals process.

ADDITIONAL EVIDENCE

N/A

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing*

*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances.