



**New World Preparatory
Charter School**

**2018-19 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Eugene Foley

26 Sharpe Avenue
Staten Island, NY 10302

718-705-8990

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Eugene Foley, President, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Angelo Aponte	Chair
Larry Miraldi	Vice Chair
Terry Troia	Board Secretary
Denis Kelleher	Treasurer
Carin Guarasci	Trustee
Bernard Lopez	Trustee
Michael McVey	Trustee
Jack Minogue	Trustee
Arnold Obey	Trustee
Peter Weinman	Trustee
Ana Romero	Parent Representative

Eugene Foley has served as the President since 2015.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

New World Preparatory Charter School (“NWP”) provides an exceptional education for students in grades 5-8 by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School is “a golden door”—a school community where diversity is not just accepted but celebrated.

NWP uses a curriculum that is research based and aligned to the Common Core and New York State Learning Standards. Students benefit from an extended school day with more time on task for mastery of academic subjects. We have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student. Our students are challenged to develop the habits and dispositions that will enable them to succeed in middle school, be prepared for a college preparatory high school curriculum and be college ready. As opposed to focusing merely on information recall, our students are challenged in all content areas to cite evidence to support their viewpoints, make connections, consider alternatives, assess importance and understand the connection between what they are learning and its relevance to their life and future success. The curriculum and instructional framework support student’s preparation for post-secondary education.

We engage our students around topics that are relevant to their everyday lives. Our board has decided to use a social justice framework as a strategy for engaging students around a curriculum that is relevant to their interests. Some examples of topics that teachers develop lessons around include health care, environmental issues, civil rights, immigration, the economics of poverty, and the United States’ relationships in a changing world.

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff meets regularly to analyze data, review student work and use it to plan instruction. We incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program. NWP will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students.

NWP present a clear alternative to large, impersonal middle schools by serving 410 students and having structured time scheduled to support the social and emotional needs of each child. Grades 6,7, and 8th contains at most 5 classes of approximately 25 students in a class. Our 5th grade contained 2 sections of approximately 44 students. By keeping the school population and class size small, we create a school community where each student is known and supported. Additionally, students in all grade levels participate in a structured advisory program that functions to further develop

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

relationships that support learning. Each teacher has been assigned a group of approximately 18 students to whom they serve as an advisor over the course of the students' three years at the school. That teacher establishes a relationship not only with the students but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and leadership appraisal systems. On a yearly basis, faculty participates in a two-week pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers have common planning time and have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They receive coaching from staff developers and feedback from the school's instructional leader.

At NWP, professional development is results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2014-15	N/A	129	104	89	322
2015-16	N/A	130	132	93	355
2016-17	N/A	127	127	120	374
2017-18	N/A	130	120	124	374
2018-19	41	131	126	114	412

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language

BACKGROUND

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the State ELA standards (Next Generation ELA Learning Standards pending.) NWP has a school-wide emphasis on reading and writing strategies embedded across all content areas so that students are reading, writing, listening and speaking across the curriculum. The school offers three periods of ELA each day.

The main component of the language arts literature curriculum consists of the units found in *Engage New York*. NYSED has provided the EngageNY curriculum as a framework for each grade level to "adopt/adapt" based on students' needs. Units are aligned to New York State Learning Standards and

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

provide educators with multiple resources and task modalities to enhance the instruction of each main class text. Students learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

A second component of the English Language Arts program is the writing curriculum. The Writing Revolution provides an accessible and comprehensive approach to writing, thinking, and learning. The grade 6-8 curriculum includes strategies for building complex sentences in order to generate well-structured and developed summaries, paragraphs, and expository and research writing all within different text structures. The curriculum also includes enriching guidelines for every step of the writing process that provide students with a strong foundation for creating and assessing their own writing to make unified and coherent self-revisions. This writing approach provides students with the necessary strategies to increase not only their writing proficiency, but their analytical thinking abilities as well in order to become better readers, writers, speakers and thinkers who are well prepared to meet the needs of higher education and the workforce. The Writing Revolution strategies are used across all curriculums. The Writing Revolution Research supports high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum.

The third component of the English Language Arts Program is the Literacy Leaders Program. Literacy Leaders allows NWP staff members and students to become leaders of literacy. The program's goal is to improve students' reading performance. Students receive skill-based instruction to develop their reading proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups of approximately 14 students according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually. Teachers receive ongoing professional development throughout the year to develop and share their skills and to maximize the effectiveness of their instructional practices. Reading levels are determined by the ELA State Scores, iReady Diagnostics, and quarterly assessments.

After careful analysis, a new literacy curriculum was selected for piloting in 3 sections of the 6th Grade as part of NWP's ongoing improvement process. For the 2018-19 school year all 5th and 6th grade ELA curriculum was supported by *Journeys Common Core* (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading writing, speaking and active listening, providing a tighter alignment to Common Core and New York State Learning Standards. *Journeys* provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that *Journeys* provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The *Journeys* curriculum includes a full library of leveled readers, interactive whiteboard activities and a home component entitled, *Think Central*. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program. It can also be used to support our Literacy Leaders Program.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
5	41	0	0	0	0	41
6	128	0	0	0	0	128
7	124	0	0	0	0	124
8	114	0	0	0	0	114
All	407	0	0	0	0	407

RESULTS AND EVALUATION

Overall, 33.7% of NWP students achieved proficiency on the 2018-19 English language arts exam. Thus, the school fell short of its goal of having 75% student proficiency by 41.3 percentage points. However, the percentage of NWP students achieving proficiency on the English language arts exam increased to 42.1% when isolating students who have been enrolled at the school for at least two years.

In the 2018-19 school year, NWP expanded its grade configuration and served 5th grade students for the first time. The result of this expansion was having students at two grade levels, 5th and 6th grade, comprised entirely of students enrolled at the school for less than one year when taking the English language arts assessment exam. When reviewing NWP’s 2018-19 English language arts examination

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

results, the grades with the lowest percentage of students achieving proficiency on the English language arts exam are those grades serving students enrolled in their first year at the school. Put in another way, when comparing grades comprised mostly of students enrolled at the school for at least two academic years, the percentage of students achieving proficiency on the English language arts exam is significantly higher than the grades where students have been enrolled at the school for only one year.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	17.1%	41	N/A	N/A
6	21.9%	128	N/A	N/A
7	41.9%	124	41.0%	122
8	43.9%	114	43.4%	113
All	33.7%	407	42.13%	235

We continue to use Literacy Leaders to address reading standards and the Writing Revolution program to address writing standards. Both programs have contributed to an increase in student performance when compared to the previous school year. In addition we incorporated System 44 and Read 180, which are blended learning intervention programs which build reading comprehension, academic vocabulary and writing skills for struggling students in grades 5 through 8. Our lottery preference is for students who come from homes where English is not the first language spoken. These intervention programs will help to assist in bridging the gaps that exist and build for proficiency.

Our new literacy curriculum was piloted in 2017-18 for 3 of the 5 6th Grade sections as part of NWP's ongoing improvement process. During the 2018-19 school year the entire 5th and 6th grade ELA curriculum was supported by *Journeys Common Core* (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group instruction, five-day small group instruction, intervention and ELL support. NWP decided upon Journeys because an evaluation of the curriculum found that it has an excellent balance of non-fiction and fiction texts, diversity in text genres, as well as a text complexity analysis for the main texts. The lessons are scripted, and guided reading books are incorporated and can be used for ELL support, differentiation, and small group instruction. Additionally, they address a range of complexity levels.

Although greater growth was anticipated, students need more time with the program to impact the improvement we desire. The entire instructional staff continues to be trained in guided reading to facilitate the Literacy Leaders program. Additionally, every teacher was sent to the Writing Revolution training this year in each content area offered. Moreover, in the 2018-19 school year, the school implemented the Ignite Core Instruction professional development series of Learning Sciences International (Marzano framework) for teacher evaluation. This program also provides teachers with specific strategies for student centered instruction.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Over the last three academic years, the percentage of students enrolled in at least their second year achieving proficiency has increased overall and at each grade level. For example, in 2016-17, the overall percentage of NWP students enrolled in at least their second year achieving proficiency was 34.1%. In the 2018-19 school year, the overall percentage of students enrolled in at least their second year achieving proficiency increased by over eight percentage points.

In addition to latitudinal growth, the school has also shown longitudinal growth. For example, in the 2017-18 school year, the percentage of 7th grade students enrolled in at least their second year achieving proficiency was 30.8%. When this cohort of students took the English language arts exam in the 2018-19 school year as 8th grade students, 43.4% achieved proficiency, nearly a 13-percentage point improvement.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	35.4%	127	30.8%	117	41.0%	122
8	32.8%	126	41.1%	124	43.4%	113
All	34.1%	253	36.1%	241	42.13%	235

When comparing NWP students enrolled in at least their second year at the school with Community School District 31 with similar student demographics, NWP outperforms all those schools. As shown in the chart below, NWP had a higher percentage of students achieving proficiency than IS 49, IS 51, IS 61 and Lavelle Prep.

Proficiency Rates - Grades 7 & 8 - NYS ELA				
NWP*	IS 49	IS 51	IS 61	LAVELLE
42.13%	24.9%	33.7%	37.4%	35.6%

* For New World Prep only - Students enrolled in at least their 2nd Year

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of New World Preparatory Charter School 2018-19 Accountability Plan Progress Report

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

NWP did not meet this measure, achieving an aggregate PLI score of 103.5 on the English language arts exam in the 2018-19 school year. NWP was below the state’s 2018-19 English language arts MIP goal of 105 by 2.5 percentage points.

English Language Arts 2018-19 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	35	31	25	9

PI	=	31	+	25	+	9	=	65
				25	+	9	=	34
					+	(.5)*[9]	=	4.5
						PI	=	103.5

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

42.1% of students in at least their second year of enrollment at NWP performed at proficient level, compared to 51.9% of all seventh and 8th grades students in Community School District 31. NWP did not meet its goal of students enrolled in at least their second year exceeding the district average. The total percentage of seventh and eighth grade students in at least their second year at the school achieving proficiency was 9.8 percentage points below the district average for all the seventh and eighth grade student in community School District 31.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The overall improvement in the percentage of students achieving proficiency on the English language arts exam between the 2017-18 school year and the 2018-19 school year was greater at NWP compared to the district. The percentage of NWP students achieving proficiency on the exam increased six percentage points. During this same time period, the overall percentage of district students achieving proficiency decreased .1 percentage point.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	41.0%	122	48.5%	4295
8	43.4%	113	55.7%	3976
All	42.13%	235	51.9%	8271

ADDITIONAL EVIDENCE

Community School District 31 is a diverse district that serves a vast student population. Although the percentage of NWP students enrolled in at least their second year performing at a proficient level is below the average across the district, NWP outperforms or performs comparable to schools serving a similar student population, as show in the chart above. Over the course of the last three academic years, NWP has closed the gap between the percentage of students performing at a proficient level on the State English language arts exam compared to Community School District 31. In the 2016-17 school year, the gap between NWP and the district was nearly 17 percentage points. In the 2018-19 school year, the gap between NWP and the district was 9.8 percentage points.

Moreover, the percentage of NWP students achieving proficiency in the cohort taking the English language arts exam as seventh grade students in the 2017-18 school year improved nearly 13 percentage points when they took the exam as eighth grade students in the 2018-19 school year. During this same time, the overall percentage of district students achieving proficiency increased by nearly 7 percentage points, nearly six percentage points less than NWP.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
7	35.4%	50.3%	30.8%	49%	41.0%	48.5%
8	32.8%	51.6%	41.1%	56%	43.4%	55.7%
All	34.1%	50.9%	36.1%	52%	42.13%	51.9%

Goal 1: Comparative Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

NWP’s school wide effect size was 0.45.

NWP’s aggregate Effect Size exceeded its goal of 0.3. The Effect Size at each grade level also far exceeded the 0.45 goal.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
6	92.6	130	40.8	33.5	7.3	0.45
7	95.8	119	31.9	24.3	7.6	0.56
8	92.8	124	41.1	35.2	5.9	0.33
All	93.7	373	38.1	31.1	6.9	0.45

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

NWP has exceeded its effect size goal in both the 2015-16 and 2017-18 school years.

When we became aware of the drop for the 2016-17 school year the school introduced intervention programs for the 2017-18 school year. This gave the identified students one period a day devoted to these interventions. This change resulted in a near .39 percentage point increase.

English Language Arts Comparative Performance by School Year

New World Preparatory Charter School 2018-19 Accountability Plan Progress Report

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	92.8%	379	29.9	20.5	0.62
2016-17	6-8	93.7%	382	27.0	23.8	0.16
2017-18	6-8	93.7%	373	38.1	31.1	0.45

Goal 1: Growth Measure³

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

The school exceeded the 50.0 statewide mean growth percentile goal. Each individual grade level exceeded the goal, with the exception of the 6th grade, which is comprised solely of students in their first academic year at NWP.

Given the mean growth percentage for the 2016-2017 we took action and implemented a new intervention program for the 2017-18 school year. In 2017-18 we exceeded the target by 2.9%.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	46.6	50.0
7	62.4	50.0
8	51.4	50.0
All	52.9	50.0

ADDITIONAL EVIDENCE

NWP exceeded the state's over mean growth percentile goal in two of the last three years. During this time, the only grade level to test below the mean growth percentile target in multiple years was

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

the school's 6th grade. However, as noted above, NWP's 6th grade students are in their first year of instruction at the school. In the past three years, when 6th grade students are tested in the 7th and 8th grade, their mean growth percentile is above the target.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
6	41.0	45.5	46.6	50.0
7	56.5	62.5	62.4	50.0
8	47.5	51.5	51.4	50.0
All	<u>48.0</u>	53.3	<u>52.9</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

NWP met one comparative goal and its growth goal. The school did not meet its comparative goal or its absolute goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Met

ACTION PLAN

In order to continue to assist our students achieve ELA proficiency, New World Prep has reviewed its present ELA instructional practices. Several action steps were implemented for the 2018-19 school year that strengthened our program. Additional programs were piloted in order to support our students' ELA growth. We will continue to take action steps and build upon previously implemented programs for the 2019-2020 school year.

In the 2019-2020 school year, NWP added an additional 5th grade class. We will utilize the Journeys curriculum for the 5th grade as well as the entire 6th grade. The programs piloted during the past two school years will be fully implemented in the 2019-2020 school year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

In the 2019-20 school year, additional professional development is planned for the Journeys curriculum. This will provide 5th and 6th grade teachers with the opportunity to deepen their understanding and implementation of the curriculum.

Also in the 2019-20 school year, NWP will open three sections for kindergarten and first grade. Journeys will be implemented for those grades as well as the I Read intervention program. An additional week of professional development was provided to the Kindergarten, 1st and 5th grade teachers with a focus on the school's academic programs: Journey's, Go Math, The Writing Revolution, Amplify, and I Read curriculums.

Our Literacy Leaders class meets each day as a third component to our ELA program. For the 2018-19 school year, the learning environment structure has shifted to a three-tier approach. For those students who are on or above proficiency they will be placed in a Literacy Leaders class that is designed as a blended learning environment. This allows for more individualized learning for the students themselves as well providing them an opportunity to receive additional individualized teacher assistance. In order to provide a greater level of consistency with the Literacy Leaders class, a teacher has been assigned to each grade level. This approach provides consistency for students at each grade level in terms of their needed level of assistance and assessment.

The school implemented a research based online intervention program, Read 180 and System 44, to support the literacy groups most at risk. These intervention programs address the other two tiers of literacy leaders. Students are tested and placed on the appropriate level based on their phonics and reading inventories. These intervention programs provide more individualized support to move students towards proficiency and beyond. Initial inventory exam goals are set by students and teachers and are monitored throughout the year through the three inventories.

The Writing Revolution has been a part of our ELA for several years. The program will be expanded to include the 5th grade and applied to all the content areas in grades 5 through 8, with the support of our The Writing Revolution Coordinator. We will make use of the school wide writing rubric based on state standards. Additionally, the Writing Revolution Program has been expanded to include a research component. Additional targeted professional development will be provided to the staff throughout the school year in all content areas.

The 2019-20 school year will be the fourth year NWP has utilized the Marzano Instructional Framework, now called Learning Sciences International. Professional development will continue to be offer to our new staff as well additional training for the returning staff. Additional targeted professional development will be provided to the new kindergarten and first grade teachers and staff. This will provide earlier intervention for our students in order for them to achieve proficiency.

This year we will introduce the Success Criteria component from Learning Science International. Success Criteria are statements that enable students to remain on task, determine what they need to know to be successful, identify where they are in their learning, and reflect and revise their learning. These programs help teachers to clarify success criteria and to ensure students are at the heart of learning by giving the teacher the ability to set and track specific standard based learning targets and monitor student progress in real time.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weakness. The program has provided our students with the ability to access online lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency. Over the past two years steps have been taken which strengthened the utilization of the iReady program.

For the 2019-20 school year, the school developed a better structure to monitor the time students are on iReady and their progress. This allows teachers and students to receive feedback and to utilize the iReady Dashboard, which monitors student progress. This additional feedback has resulted in improved planning for next step strategies that will lead to increased proficiency in ELA and Math. Based on initial diagnostic results, students work with teachers to develop individualized goals. Student progress toward their goals is monitored throughout additional diagnostic assessments.

Shifts with staffing responsibilities of those who work with students in an ELA capacity will occur. This will improve time spent with students, particularly teacher's ability to provide students with more individualized instruction. A new full time Literacy Specialist has been hired to support the ELA staff in all components of English Language Arts. The specialist will work closely with teachers with the planning and implementation of the ELA, ELL, and Literacy Leaders curriculum in order to target our student's strengths and weaknesses. This will improve the level of differentiation in the instruction offered to students. The specialist will also conduct weekly walkthroughs to support teachers in the implementation of their instruction. Bi-monthly "Scholar Achievement Meetings" with Literacy Specialist and teachers will continue to track class performance with grade level state standards and plan next steps based on student performance. During the 2019-20 school year the focus will be to insure a more rigorous alignment to Common Core Learning Standards and Next Generation Standards

The Associate Director of Academic Support will continue to work closely with the Principal in monitoring our school wide assessments (I-Ready Diagnostics, TWR Writing Assessments, HMH Inventories for Math, Reading and Phonics etc.) and the school wide use of data to drive instruction.

During the 2019-20 school year, our two full time ELL teachers will provide push-in support through our ELA classes. Additional pullout time will be provided to these same students through Literacy and Language classes.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding an application of mathematics and problem solving.

BACKGROUND

In an effort to create a challenging seventh, eighth grade and algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

the Common Core and New York State Learning Standards (Next Generation Mathematics Learning Standards Pending) and include all of the domains our students must develop an understanding of, including: ratios and proportions, the number system, expressions and equations, probability and statistics, geometry, and functions (8th Grade). Students also have the opportunity to take an accelerated two-year Algebra Sequence, which culminates with students taking the New York State Algebra Regents. While developing unit plans and lesson plans, teachers work together to identify the critical content the standard is addressing and determine which resource is the best to use for that content. Teachers plan and use a variety of monitoring techniques throughout the lesson and the unit to check for student understanding and mastery of the critical content. The school provides two periods of math each day.

At each grade level, students learn how math relates to the real world. Students are engaged in using logic, problem solving skills, and algebraic reasoning to solve cognitively complex real-world application tasks, while also mastering basic fundamental skills. At the end of each unit, students working in organized groups complete a culminating multi-step task, which incorporates multiple standards covered throughout the unit and which can be applied to the real world. At the end of the school year, each student completes an extended Exhibition Project that they present during the Night of Excellence to their peers and families. Students graduate from New World Prep with a strong understanding of mathematics in preparation for high school and beyond.

Each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. After careful analysis of math curricula was conducted, a new math curriculum was piloted for implementation in 3 sections in the 6th grade beginning in the 2017-2018 school year. In the 2019-20 school year all 5th and 6th grade classes will implement the *The Go Math!* Curriculum from Houghton Mifflin Harcourt. It is a new comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points). The program emphasizes Big Ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this curriculum found a strong alignment to the common core standards. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provide varied modes of curriculum-embedded assessments that are well sequenced. The materials also provide strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Professional development on this curriculum will be provided to the faculty throughout the school year. For the 2019-20 school year additional professional development days will be identified to support the roll out of this new curriculum and the teachers' learning all of its multiple components. A consultant knowledgeable on the curriculum will be hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In the evaluation of this curriculum a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well sequenced. The materials provided strong support for teachers in

Similar to *Journeys*, Go Math also includes an online component entitled, *Think Central*. We believe this program will improve our connection between home and school and increase the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
5	41	0	0	0	0	41
6	128	0	0	0	0	128
7	124	0	0	0	0	124
8	114	0	0	0	0	114
All	407	0	0	0	0	407

RESULTS AND EVALUATION

In the 2018-19 school year, 43.7% of all NWP students achieved proficiency on the state mathematics exam, while 49.8% of students enrolled in at least their second year at the school year tested at a proficient level.

In the 2018-19 school year, NWP expanded its grade configuration and served 5th grade students for the first time. The result of this expansion was having two grade levels, 5th and 6th grade, comprised entirely of students enrolled at the school for less than one year when taking the mathematics assessment exam. When reviewing NWP's 2018-19 mathematics examination results, the grades

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

with the lowest percentage of students achieving proficiency on the exam were comprised of students in their first year at the school. Put in another way, when comparing the percentage of students achieving proficiency in the grades comprised mostly of students enrolled at the school for at least two academic years, it is significantly higher than the grades where students have been enrolled at the school for only one year.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	29.3%	41	N/A	N/A
6	36.7%	128	N/A	N/A
7	45.2%	124	45.9%	122
8	55.3%	114	54.0%	113
All	43.7%	407	49.8%	235

ADDITIONAL EVIDENCE

When comparing students enrolled in at least their second year at the school with Community School District 31 schools with similar student demographics, NWP has a higher percentage of students achieving proficiency on the mathematics exam than those schools. As shown in the chart below, NWP had a significantly higher percentage of students achieving proficiency than the only other Staten Island charter school that serves similar grades, Lavelle, as well as IS 27, IS 49, IS 51, and IS 61, traditional public schools that serve a similar percentage of impoverished students. These schools are the schools that our students would have attended if they had not elected to come to NWP.

Proficiency Rates - Grades 7 & 8 - NYS MATH					
NWP*	IS 27	IS 49	IS 51	IS 61	LAVELLE
49.8%	37.3%	13.0%	29.2%	22.6%	30.6%

* For New World Prep only - Students enrolled in at least their 2nd Year

NWP displayed significant improvement, overall and at the measurable grade levels, when compared to previous years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	35.4%	127	40.2%	117	45.9%	122
8	29.4%	126	46.0%	124	54.0%	113

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	32.4%	253	43.3%	241	49.8%	235
-----	-------	-----	-------	-----	-------	-----

NWP has showed vast overall improvement in the percentage of students enrolled in at least their second year achieving proficiency on the state mathematics assessment exam from the 2016-17 school year to the 2018-19 school year. Additionally, the school showed a significant increase in the percentage of students performing at or above proficiency at each grade tested.

Over the last three school years, NWP showed both longitudinal and latitudinal growth on the state mathematics exam. For example, in the 2017-18 school year, 40.2% of 7th grade students enrolled at the school for at least two years achieved proficiency on the mathematics exam. When that same group of students took the mathematics exam as 8th grade students in the 2018-19 school year, 54.0% achieved proficiency, nearly a 14-percentage point increase.

The most notable latitudinal improvements occurred at the 8th grade, where the percentage of students testing at a proficient level increased nearly 17.4 percentage points.

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

NWP met this measure, achieving an aggregate PLI score of 126.5 on the mathematics exam in the 2018-19 school year. NWP exceeded the state’s 2018-19 mathematics MIP goal of 107 by 19.5 percentage points.

Mathematics 2018-19 Performance Level Index (PI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	25	31	29	15					
	PI	=	31	+	29	+	15	=	75
				29	+	15	=	44	
					+	(.5)*15	=	7.5	
						PI	=	126.5	

Goal 2: Comparative Measure
 Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

In the 2018-19 school year, NWP had a higher percentage of students, enrolled in at least two years at the school, performing at a proficient level than Community School District 31 in similar grades served. 49.8% of NWP students enrolled in at least their second year at the school performed at a proficient level on the state mathematics exam as compared to 44.4% of students enrolled in District 31. Thus, NWP outperformed the district by 5.4 percentage points.

2018-19 State Mathematics Exam
 Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	45.9%	122	45.4%	4269
8	54.0%	113	43.0%	3310
All	49.8%	235	44.4%	7579

ADDITIONAL EVIDENCE

As shown through the chart below, NWP has had a higher percentage of students performing at a proficient level on the state mathematics exam in the last two academic years. Since the 2016-17 school year, the overall percentage of NWP students enrolled in at least their second year achieving proficiency increased by 17.4 percentage points. During this same time, the district improved by 11.5 percentage points.

In the 2017-18 school year, 40.1% of 7th grade NWP students enrolled in at least their second year achieved proficiency. In the 2018-19 school year, when that cohort of students took the mathematics exam as 8th grade students, 54.0% achieved proficiency, a 13.9 percentage point improvement. During that same academic years, the same cohort at the district level decreased by one percentage point.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
7	35.4%	39.2%	40.1%	44%	45.9%	45.4%
8	29.4%	25.3%	46.0%	39%	54.0%	43.0%
All	32.4%	32.9%	43.2%	42%	49.8%	44.4%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

In the 2017-18 school year, NWP's Effect Size was 1.09, higher than expected to large degree.

NWP met its measure by having an aggregate Effect Size that was higher than expected to a large degree. The school's performance was over three times the requirement for achieving the desired effect size.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
6	92.6	129	38.0	26.2	11.8	0.70
7	95.8	119	41.2	21.0	20.1	1.26
8	92.8	124	46.0	20.3	25.6	1.34
All	93.7	372	41.7	22.6	19.1	1.09

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

NWP has exceeded its effect size goal in each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	92.8%	379	37.7	15.7	1.22
2016-17	6-8	93.7%	379	30.3	15.5	0.90
2017-18	6-8	93.7%	372	41.7	22.6	1.09

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

NWP’s 2017-18 mathematics mean growth percentile was 16.6 percentage points above the statewide target.

NWP’s overall mean growth percentile is greater than the statewide target. Further, each individual grade that NWP serves had a higher growth percentile than the statewide target percentile.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	60.4	50.0
7	69.7	50.0
8	70.0	50.0
All	66.6	50.0

ADDITIONAL EVIDENCE

In each of the previous three school years, NWP has exceeded the target mean growth percentile at the schoolwide level, as well as at each individual grade level the school serves.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
6	54.0	60.5	60.4	50.0
7	61.5	70.0	69.7	50.0
8	54.5	70.0	70.0	50.0
All	57.0	67.0	66.6	50.0

SUMMARY OF THE MATHEMATICS GOAL

Overall, the school achieved both comparative goals, as well as the growth goal and one absolute goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam	Met

⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Met

ACTION PLAN

In order to continue to assist our students achieve Math proficiency and beyond, New World Prep has reviewed its present Math instructional practices. Several action steps will take place for the 2019-20 school year that will strengthen our present program. We will also offer addition programs in order to support our students Math growth.

In the 2019-20 school year, NWP will serve kindergarten and 1st grade for the first time and will continue serving 5th through 8th grades. A review of the 5th through 8th grade curriculum, and the Algebra Regents, will take place in order to make any necessary adjustments based on data from the New York State test results. With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of real-world applications and word problems.

During the 2019-20 school year, the school will implement the Houghlin Mifflin curriculum *Go Math!* to all of our kindergarten and 1st grade students, as well as 5th and 6th grade students.

GO Math! provides teachers with indepth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success.

We will continue to incorporate additional programs and strategies to support the Go Math curriculum that enhances the focus of our school intervention program. The Math 180 program focuses on students having a deep understanding and mastery of the essential skills and concepts necessary to comprehend complex math problems. This research-based program enables students to progress swiftly and successfully through the grade level curriculum. Math 180 provides multiple opportunities to apply the math concepts and procedures to real world situations.

Students are identified for this program through the Math 180 inventory. Goals are set with the teacher and student. Progress is monitored through the year by utilizing 3 additional inventory assessments.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weakness in reading in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency. For the 2019-20 school year, students will continue to make use of our iReady program as part of their blended learning experience. This structural change will allow math teachers to offer more individualized assistance through iReady and as they move to small instructional groups. For the 2019-20 school year the school has developed a better structure to monitor the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math. Based on their initial diagnostic results, students work with their teachers to develop individualized goals. Student progress toward their goals is monitored through additional diagnostic assessments.

Shifts in staffing responsibilities for those who work with students in a Math capacity will occur. This will improve time spent with students, particularly the ability to provide students with more individualized instruction. The Associate Director of Academic Support and our math coach will provide additional support to the Math teachers in utilizing data from the various forms of student assessment in order to develop more targeted instruction. Also, our AIS Math Teacher will allow for more push in time to occur throughout the school year.

GOAL 3: SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

During the 2018-19 school year the Amplify Science Program was piloted in the 5th grade as well as one unit for grades 6th through 8th. We selected this curriculum because it is aligned to the Next Generation Science Standards and is developed through a partnership between Amplify, a leader in technology integration and University of California Berkeley's Lawrence Hall of Science – known for their research-based science curriculum. Amplify science was named a 2018 CODiE Award finalist for best science instructional solutions and best Emerging technology solution categories.

Each unit of study offers our teachers a detailed curriculum with embedded formative assessments, inquiry-oriented investigations, online simulations and apps, literacy activities and readings to engage our students in the multimodal, 3-Dimensional (NGSS) learning of science. The units are aligned to the New York City Department of Education Science Scope and Sequence and will allow our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

Goal 3: Absolute Measure

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program science assessment to students in **8th grade in spring 2019**. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

On the 2018-19 state assessment exam, 46% of NWP students in at least their second year at the school performed at a proficient level.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
8	46.0%	111
All	46.0%	111

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	43.6%	117	56.1%	123	46.0%	111
All	43.6%	117	56.1%	123	46.0%	111

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public-school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The 2017-18 and 2018-19 district results for the state science assessments have not been released at this time. Thus, there are no comparative measures to report.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	46.0%	111	N/A	N/A
All	46.0%	111	N/A	N/A

ADDITIONAL EVIDENCE

The district results for the state science assessments have not been released at this time. Thus, there are no comparative measures to report.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
8	43.6%	N/A	56.1%	N/A	46.0%	N/A
All	43.6%	N/A	56.1%	N/A	46.0%	N/A

SUMMARY OF THE SCIENCE GOAL

NWP did not achieve its absolute goal and its comparative goal could not be measured, as the district 8th grade science score is not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

In order to continue to assist our students achieve proficiency in science, New World Prep has reviewed its present Science instructional practices. Beginning with the 2019-20 school year, NWP will be serving kindergarten and 1st grade, as well as 5th through 8th grades. Several action steps will be implemented for the 2019-20 school year that strengthens our present program. Additional programs will be added in order to support our students understanding of Science.

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Across grades K, 1, and 5-8, the science coach and teachers will receive targeted professional development by implementing Amplify, which is aligned to the newly adopted -NGSS, in all grade levels. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

We will continue to offer to students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high-level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

Greater exposure to the format and content of the state exam will continue to be implemented. The science department is committed to fostering student awareness and confidence in test taking strategies aimed at the culminating middle school exam in eighth grade. To do this, all students this year will engage in review of past state test questions where appropriate in lessons across all science modules. We believe that as students approach the eighth-grade exam, they will be more prepared for the type and format of the written and performance exams.

Also, our students will continue to participate in the College of Staten Island Step summer and Saturday programs. STEP is an enrichment program that services students from Staten Island in grades 7 through 12, who demonstrate an interest in and have a potential for a career in the fields of science, health, engineering, technology, and the licensed professions come to the College of Staten Island and engage in science, math, computers, communication arts, PSAT, SAT, and college prep with an interdisciplinary learning approach. The STEP Program focuses on helping students to build self-esteem and develop positive behaviors toward learning. We believe that students will begin to understand the processes of learning science and math by encouraging them to strive and aim for good grades throughout their secondary school years. Students will then have a broader range of choices when pursuing a career.

With the addition of our kindergarten and 1st grade students for the 2019-20 school year, and the addition of a 5th grade in the 2018-19 school year, we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These learning experiences and our curriculum adoption of Amplify Science will strengthen student learning specific to the *science practices*, including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas*, and identifying the *cross-cutting concepts* found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our additional grades engage in science across all three dimensions of learning through effective curriculum development and instruction will result in our fifth graders prepared to learn science in the middle school. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

GOAL 4: ESSA

Goal 4: ESSA

NWP will be in good standing pursuant to the state's ESSA accountability system.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school met its goal of good standing in the 2018-19 school year.

ADDITIONAL EVIDENCE

NWP has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

