



PAVE Academy Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Lindsay Danon

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Lindsay Danon, Managing Director NYC, prepared this 2018-19 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
JAMIE GREENTHAL	Chair
ALLIE SWEENEY	Trustee
ANNIE HOPKINS	Trustee
DANIEL GREENBLATT	Trustee
KIM LUMPKIN	Trustee
MELISA MELLING	Trustee
MICHAEL HEALY	Trustee
SOPHIE FERRER	Trustee

Michelle Cook is the Elementary School Principal (K-4), starting with the 2019-20 school year.
Harold Turner is the Middle School Principal (5-8), starting with the 2019-20 school year.

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. The pre-kindergarten program ended after the 2016-17 school year due to facility constraints. It is currently a K-8 school authorized to serve 490 students. PAVE Schools, a charter management organization (CMO), was formed in 2014 to manage the school and replicate the PAVE model.

Mission Statement: PAVE prepares Kindergarten to 8th Grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school’s core values of Perseverance, Achievement, Vibrance and Excellent Character (PAVE).

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE was founded on the following beliefs:

- **Curriculum and Content:** We believe the strongest driver of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Diagnostic Data:** We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the Learning needs of our students. At PAVE, we know assessment matters. Standardized assessments are the most significant benchmark for ensuring our scholars gain entry into the high schools that will prepare them for college and beyond.
- **Unbending Expectations:** Our belief in our students is unwavering. We know that in order to meet our students’ potential, we must expect excellence. To maintain clear and consistent expectations for our scholars and ourselves, we standardize effective school practice through systematic application and routine.
- **Authentic Relationships:** Academic success alone is not enough. We believe expectations can be upheld with compassion and humility. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate life beyond the classroom.
- **Our Core Values:** PAVE embodies a set of core values that inform all aspects of the school, including the academic program, school culture and climate, professional environment and operations. PAVE stands for:
 - **Perseverance:** We believe that reflection and refinement is key towards continuously growing and improving. We give and receive direct feedback and hold each other

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accountable. We are solutions minded, positive and allow ourselves to be vulnerable as we persevere to get better.

- **Achievement:** We set ambitious goals and work relentlessly to attain them. We understand the key to student academic growth is great teaching; we obsess over the art and science of teaching timeless content well. We use data to drive all our decisions and measure our success.
- **Vibrance:** We share gratitude with our colleagues, students and families. We recognize that complaining saps our collective strength and remain optimistic in the face of challenges. We focus on the joy of our practice and recognize the accomplishments of others. We believe that good humor and generosity of spirit is key to a positive culture.
- **Excellent Character:** We always assume the best and take concerns to the source. We maintain emotional constancy and disciplined language in all situations. We treat all in our community with honesty, kindness, and respect. We sweat the small stuff in respect of our community, our space, and each other.

School Characteristics: PAVE is a neighborhood school that serves the community of Red Hook, which is located within Community School District (CSD) 15. Last year it served 481 students in grades K-8.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	56	55	60	53	56	55	54	25	0					367 ¹
2015-16	60	53	59	60	57	53	54	49	24					414
2016-17	54	57	55	54	56	57	50	52	46					469
2017-18	55	54	57	55	49	57	55	47	46					475
2018-19	51	57	55	55	55	53	55	54	46					481

Source: BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

The school serves a demographic that is far different from the overall district. The table below shows that PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than does the overall district. In particular, 89% of PAVE students were economically disadvantaged, compared to 55% of the district.

2018-19 Demographics of PAVE compared to CSD 15

	PAVE	CSD 15
Black	40.1%	13.6%

Hispanic	55.9%	35.6%
White	1.9%	30.7%
Asian	1.9%	16.3%
Multiracial	.2%	3.8%
Economically Disadvantaged	89.0%	55.4%
Students with Disabilities	20.4%	19.2%
English Language Learners	9.4%	13.9%

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reader’s Workshop, Text Analysis, Writer’s Workshop, and Foundations) that work in tandem to develop scholars’ understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, an Interactive Read Aloud block is added since much of the reading that occurs during other blocks is now able to be done independently. Additionally, Word Study is done using teacher-created lessons based on Fountas and Pinnell’s word study framework. In Middle School, ELA is comprised of Literature (one novel and paired nonfiction texts are studied per unit), Writing, and Text Analysis. Ultimately, scholars’ literacy skills enable them to excel in meaningful careers of their choice.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and informational texts based in part on the recommendations found in the Common Core. These resources provide bands of text complexity to ensure accessibility by and adequate challenge for all students during read-alouds, guided reading and textual analysis activities. PAVE uses the following research-based curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on RtI protocols.

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- **EngageNY:** This state-created curriculum is aligned to state standards and provides clear guidance for our teachers.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Wilson Reading System:** A highly-structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **The Writing Revolution:** A writing program that teaches strategies to ensure students can produce clear, coherent, unified and structured writing in all subjects. Both 3rd and 5th grade teachers have been trained to implement for the 2019-20 school year with the plan of expansion over the next three years to be kindergarten-eighth grade.

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 3rd through 8th grades 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 ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55				1	56
4	54					54
5	52					52
6	54					54
7	53					53
8	42				5	47
All	310				6	316

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

PAVE fell short of the 75% proficiency goal by 11.9 percentage points. 61.3% of students who were enrolled in at least their second year performed at proficiency or better, which was slightly more than the 58.4% of all students who performed at that level.

PAVE's 3rd grade met this measure, and PAVE's 6th grade exceeded this measure by 3.7 percentage points.

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
3	70.9	55	75.0	48
4	51.9	54	56.5	46
5	46.2	52	46.5	43
6	72.2	54	78.7	47
7	54.7	53	55.6	45
8	52.4	42	52.4	42
All	58.4	310	61.3	271

ADDITIONAL EVIDENCE

PAVE has demonstrated consistent improvement in English Language Arts over the last three years, going from 52% in 2016-17 to 58% in 2017-18 to 61% in 2018-19.

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
3	64.9	37	68.6	51	75.0	48
4	65.2	46	79.5	39	56.5	46
5	47.7	44	56.9	51	46.5	43
6	24.4	45	52.3	44	78.7	47
7	54.3	46	42.5	40	55.6	45
8	56.1	41	50.5	46	52.4	42
All	51.7	259	58.3	271	61.3	271

PAVE has also made progress towards its mission of closing the achievement gap. The vast majority of PAVE students are Black and Hispanic, and the school exceeded the overall performance of New

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York City by 13.9 percentage points and exceeded the performance of Black and Hispanic students in New York City by over 24 percentage points.

Performance on 2018-19 State English Language Arts Exam By the School, NYC, and NYC subgroups

Grade	Percent of Students Achieving Proficiency			
	PAVE	NYC All	NYC Black	NYC Hispanic
3	75.0	53.3	42.9	42.6
4	56.5	49.6	37.6	38.8
5	46.5	39.8	27.8	28.9
6	78.7	48.4	34.6	36.3
7	55.6	42.7	29.4	31.2
8	52.4	50.6	38.5	41.4
All	61.3	47.4	35.0	36.5

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 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

PAVE met this measure, exceeding the state's 2018-19 English Language Arts MIP by 51.3. PAVE's 2018-19 English Language arts MIP is 156.3, compared to the state's 2018-19 English Language Arts MIP of 105.

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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
310	9.7	31.9	43.2	15.2

$$\begin{aligned}
 \text{PI} &= 31.9 + 43.2 + 15.2 = 90.3 \\
 &= 43.2 + 15.2 = 58.4 \\
 &+ (.5) * 15.2 = 7.6 \\
 \text{PI} &= 156.3
 \end{aligned}$$

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.³

RESULTS AND EVALUATION

PAVE met this measure, exceeding the district of comparison by 2.9 percentage points. 61.3% of PAVE students in at least their second year performed at or above the proficiency level on the 2018-19 State ELA exam, compared to 58.1% of students in CSD 15.

Notably, the 3rd and 6th grades outperformed their respective district grades by large margins.

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
3	75.0	48	62.0	2,458
4	56.5	46	60.3	2,519
5	46.5	43	50.5	2,403
6	78.7	47	57.5	2,109
7	55.6	45	60.1	1,818

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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8	52.4	42	58.9	1,493
All	61.3	271	58.1	12,800

ADDITIONAL EVIDENCE

PAVE has eliminated the gap between school and district performance. In 2015-16 the school performed 6 percentage points below the CSD 15. In 2016-17, the school performed 1.7 percentage points below the CSD 15. In 2017-18, the school performed 1.4 percentage points above CSD 15. In 2018-19, the school performed 2.9 percentage points above CSD 15.

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
3	64.9	55.9	64.9	55.9	75.0	62.0
4	65.2	53.9	65.2	53.9	56.5	60.3
5	47.7	50.1	47.7	50.1	46.5	50.5
6	24.4	45.0	24.4	45.0	78.7	57.5
7	54.3	57.9	54.3	57.9	55.6	60.1
8	56.1	58.6	56.1	58.6	52.4	58.9
All	51.7	53.4	51.7	53.4	61.3	58.1

Because PAVE serves far more at-risk students than the overall district, a fairer comparison is to neighborhood schools that have similar student populations. PAVE has consistently outperformed both district schools and the charter school in the Red Hook neighborhood.

It's important to note that approximately 40% of students who attend PAVE are zoned to PS 676 Red Hook Neighborhood School. PS 676 Red Hook Neighborhood School is the lowest performing school in District 15, and had the lowest ELA and Math proficiency results of the four schools in Red Hook.

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	43.7	254	45	111	4.9	82	25.7	109
2016-17	K-8	51.7	259	39	136	11	85	28	101
2017-18	K-8	58.3	271	37.2	136	13.2	91	28.6	132
2018-19	K-8	61.3	271	31.5	149	16.2	74	27.3	121

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Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

PAVE met this measure with an overall effect size of 1.30, which exceeds the target of 0.3 and is higher than expected to a large degree.

The effect size in all six grades exceeds the target of 0.3.

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		
3	90.9	55	69.1	37.7	31.4	1.75
4	86.3	49	77.6	37.1	40.5	2.14
5	87.9	57	52.6	25.1	27.5	1.73
6	83.6	54	50.0	37.6	12.4	0.66
7	83.3	46	41.3	29.2	12.1	0.65
8	89.1	46	50.0	36.4	13.6	0.76
All	86.9	307	57.0	33.8	23.2	1.30

School’s Overall Comparative Performance:

Higher than expected to large degree

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ADDITIONAL EVIDENCE

PAVE has consistently performed higher than expected to a large degree. Its effect size has increased in each of the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	K-8	84.0	280	42.5	25.8	0.97
2016-17	K-8	78.2	311	51.1	30.1	1.21
2017-18	K-8	86.9	307	57.0	33.8	1.30

Goal 1: Growth Measure⁴

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.⁵

RESULTS AND EVALUATION

PAVE fell just short of this measure. PAVE's mean unadjusted growth percentile of 48.4 fell 1.6 percentile points below the target of 50. PAVE's 3rd grade, 5th grade, and 7th grade exceeded the target.

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

Grade	Mean Growth Percentile	
	School	Target
4	54.4	50.0
5	53.6	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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6	42.1	50.0
7	50.2	50.0
8	41.4	50.0
All	48.4	50.0

ADDITIONAL EVIDENCE

The school has met, or just nearly met, the target MGP in each of the past three years. PAVE exceeded the target MGP in two of the last three years, and fell only 1.5 percentile points short of the target MGP in 2017-18.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	53.2	50	54.4	50.0
5	35.6	43	53.6	50.0
6	46.5	50.5	42.1	50.0
7	63.6	69.5	50.2	50.0
8	58.4	49	41.4	50.0
All	50.5	52	48.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

PAVE achieved three of five ELA goals. The school met one of two absolute goals and both comparative goals. The school fell just short of its growth goal, and did not achieve the ambitious 75% proficiency 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 English Language Arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English Language Arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Did not achieve

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE has adopted Success Academy's curriculum for ELA in the middle school grades, which have struggled academically in recent years as evidenced above, to ensure the school is providing a strong base for its middle school students.

PAVE has instituted a research-based literacy program called Leveled Literacy Intervention to support struggling readers. PAVE uses the results of the Benchmark Assessment System to help us understand our readers and support them strategically. Strong independent reading is up and running throughout the school. PAVE has implemented guided reading in the elementary school to help scholars who have struggled in this area. PAVE is also implementing Just Words, a research-based program, for groups of middle school scholars who struggle with word solving.

PAVE is continuing to implement the improved Text Analysis model and has secured the help of the Lavinia Group to do so.

The CMO Curriculum Team is supporting leaders' need to develop content knowledge and understanding of the curriculum through Unit Study/Unit Preview sessions and Looking At Student Work Protocols, which are professional development sessions for leaders on upcoming curriculum. Leaders then turn-key that learning to teachers to help them prepare for upcoming units and lessons.

Teachers have co-planning meetings with the appropriate support services teacher. PAVE has weekly Looking at Student Work meetings, during which teachers analyze student work and make short-term plans, including creating coaching plans, to address trends and close gaps.

Teachers get feedback on lessons and planning support, which is based on teacher needs. Leaders also regularly coach teachers through cycles of observation and feedback.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics in order to be successful in college and in STEM careers. In order to develop that depth of understanding, PAVE uses an inquiry-based math curriculum that is rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

- **Elementary School Math:**
 - **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
 - **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
 - **TERC Investigations and Context for Learning Mathematics (CFLM):** Teachers use TERC Investigations and CFLM as a resource because of its hands-on, inquiry based activities and materials. Both programs follow the philosophy of CGI by grounding math in real-world contexts.
 - **Math Routines:** Teachers spiral topics for repeated practice and supplement with topics not covered by TERC, such as months of the year.

- **Middle School Math:**
 - **Content Block:** Teachers use a variety of inquiry-based and constructivist math curricula that engage students in the conceptual understanding and application of mathematics. Curricula include TERC Investigations, CFLM units, and Illustrative Math's Open Up program.
 - **Workshop Block:** A fluid differentiated station model that allows teachers to meet the academic needs of specific students. Teachers wield a variety of strategies and activities, such as math routines, whole group readdressing of common errors, targeted remediation, and project-based learning (PBL). The inherent flexibility of a fluid station model allows teachers to pivot their lessons, based on current data.

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Teachers have increased analysis of data to move students. They now receive data more frequently instead of waiting for results from Interim Assessments. The school offers a math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by the math teacher, who best knows his/her students. The workshop period is content-fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum (Ten Marks in Grade 5, Math XL in Grade 6 through Grade 8).

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 3rd 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 ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55				1	56
4	54					54
5	52					52
6	54					54
7	52				1	53
8	43				3	47*
All	310	0	0	0	5	316

* Note: 1 additional student in 8th grade was not tested; the student took the Algebra I Regents examination in lieu of the 2018-19 State Mathematics Exam.

⁶ 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 AND EVALUATION

PAVE fell short of the 75% proficiency goal by 17.8 percentage points. 57.2% of students who were enrolled in at least their second year performed at proficiency or better, which was slightly more than the 55.5% of all students who performed at that level.

PAVE's 3rd grade demonstrated the strongest performance in mathematics, just 2.1 percentage points short of the goal.

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
3	70.9	55	72.9	48
4	48.1	54	56.5	46
5	63.5	52	60.5	43
6	57.4	54	59.6	47
7	55.8	52	59.1	44
8	32.6	43	32.6	43
All	55.5	310	57.2	271

ADDITIONAL EVIDENCE

One PAVE student took and passed a mathematics Regents exam in lieu of the 8th grade mathematics exam, demonstrating advanced proficiency in mathematics.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			0
8	2017-18			0
8	2018-19	Algebra I	1	1

PAVE's mathematics performance has improved over the past four years, increasing from 41.3% proficiency in 2015-16 to 50.4% proficiency in 2016-17 to 58.3% proficiency in 2017-18, and then remaining basically flat in 2018-19.

Mathematics Performance by Grade Level and School Year

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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
3	83.8	37	72.5	51	72.9	48
4	54.3	46	82.1	39	56.5	46
5	52.3	44	51.0	51	60.5	43
6	29.5	44	63.6	44	59.6	47
7	37.0	46	45.0	40	59.1	44
8	51.2	41	37.0	46	32.6	43
All	50.4	258	58.3	271	57.2	271

PAVE has also made progress towards its mission of closing the achievement gap. The vast majority of PAVE students are Black and Hispanic, and the school exceeded the overall performance of New York City by 11.6 percentage points and the performance of both Black and Hispanic students in New York City by over 24 percentage points.

Performance on 2018-19 State Mathematics Exam By the School, NYC, and NYC subgroups

Grade	Percent of Students Demonstrating Proficiency			
	PAVE	NYC All	NYC Black	NYC Hispanic
3	72.9	53.2	38.7	41.3
4	56.5	49.4	31.6	37.0
5	60.5	46.1	27.9	33.6
6	59.6	43.9	25.9	30.3
7	59.1	42.1	23.7	28.7
8	32.6	36.0	22.0	26.3
All	57.2	45.6	28.3	33.2

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, PAVE Academy Charter School 2018-19 Accountability Plan Progress Report

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

PAVE met this measure, exceeding the state’s 2018-19 mathematics MIP by 43.8. PAVE’s 2018-19 mathematics MIP is 150.8, compared to the state’s 2018-19 mathematics MIP of 107.

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
310	17.1	27.4	30.6	24.8

PI	=	27.4	+	30.6	+	24.8	=	82.9
				30.6	+	24.8	=	55.5
					+	(.5)*24.8	=	12.4
						PI	=	150.8

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.⁷

RESULTS AND EVALUATION

PAVE met this goal, exceeding the performance of CSD 15 performance by 0.1 percentage points. 57.2% of PAVE students enrolled in at least their second year were proficient, compared to 57.1% of district students.

PAVE’s 3rd, 5th, 6th, 7th, and 8th grades outperformed their respective district grades.

⁷ 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

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
3	72.9	48	66.2	2,520
4	56.5	46	60.0	2,555
5	60.5	43	58.5	2,451
6	59.6	47	54.1	2,083
7	59.1	44	56.3	1,812
8	32.6	43	18.8	669
All	57.2	271	57.1	12,090

ADDITIONAL EVIDENCE

PAVE has eliminated the gap between school and district performance. In 2016-17, the school performed 3 percentage points below the district. In 2017-18, the school performed 2 percentage points above the district. In 2018-19, the school performed 0.1 percentage points above the district.

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
3	83.8	61.1	72.5	64.2	72.9	66.2
4	54.3	53.6	82.1	59.2	56.5	60.0
5	52.3	57.9	51.0	55.8	60.5	58.5
6	29.5	51.0	63.6	54.7	59.6	54.1
7	37.0	52.9	45.0	54.9	59.1	56.3
8	51.2	22.1	37.0	29.3	32.6	18.8
All	50.4	53.1	58.3	56.0	57.2	57.1

Because PAVE serves far more at-risk students than the overall district, a fairer comparison is to neighborhood schools that have similar student populations. PAVE has consistently outperformed both district schools and the charter school in the Red Hook neighborhood.

It's important to note that approximately 40% of students who attend PAVE are zoned to PS 676. PS 676 is the lowest performing schools in District 15, and had the lowest Mathematics proficiency of the four schools in Red Hook.

Mathematics Performance of School and Comparison Schools by School Year

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School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	41.3	254	55.5	110	8.3	84	26.6	109
2016-17	K-8	50.4	258	40	133	16	85	28	102
2017-18	K-8	58.3	271	25.0	132	11.8	93	29.5	112
2018-19	K-8	57.2	271	28.9	149	20.8	77	28.7	115

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

PAVE met this measure with an overall effect size of 1.33, which exceeds the target of 0.3 and is higher than expected to a large degree.

The effect size in all six grades exceeds the target of 0.3.

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		
3	90.9	55	74.5	40.5	34.0	1.65
4	86.3	49	81.6	35.8	45.9	2.18

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5	87.9	57	49.1	29.3	19.9	1.07
6	83.6	54	63.0	31.1	31.9	1.50
7	83.3	47	42.6	27.6	15.0	0.66
8	89.1	46	37.0	21.0	15.9	0.83
All	86.9	308	58.4	31.1	27.3	1.33

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

PAVE has consistently performed higher than expected to a meaningful or large degree. Its effect size has increased 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	K-8	84.0	280	40.8	26.4	0.72
2016-17	K-8	78.2	311	50.0	27.5	1.18
2017-18	K-8	86.9	308	58.4	31.1	1.33

Goal 2: Growth Measure⁸

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.

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.⁹

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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RESULTS AND EVALUATION

PAVE fell just short of this measure by .7 percentile points. PAVE's unadjusted mean growth percentile in mathematics was 49.3. PAVE's 4th and 7th grades both exceeded the target.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.2	50.0
5	43.3	50.0
6	49.2	50.0
7	58.4	50.0
8	45.2	50.0
All	49.3	50.0

ADDITIONAL EVIDENCE

The school has improved its MGP over time, from 40.8 in 2015-16 up to 53.5 in 2016-17. PAVE has met, or nearly met, the target MGP in two of the last three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	49.4	48.5	51.2	50.0
5	24.6	43.5	43.3	50.0
6	34.3	50.5	49.2	50.0
7	55.0	64.5	58.4	50.0
8	40.9	N/A	45.2	50.0
All	40.8	53.5	49.3	50.0

SUMMARY OF THE MATHEMATICS GOAL

The school met one of two absolute goals and both comparative goals. The school fell just short of its growth goal, and did not achieve the ambitious 75% proficiency 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.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Did not achieve

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE uses a combination of Pearson's Investigations and Context for Learning for K through grade 5, and has adopted Open Up in grades 6 through 8, which has received the highest score in EdReports. All math curricula align with Cognitively Guided Instruction, which is constructivist and conceptual in nature. CGI emphasizes student thinking and strategies as the focus of each lesson while pushing deeper understandings of mathematical skills and understandings.

PAVE continues to improve ongoing teacher development through weekly observations and coaching, as well as professional development on content and effective teaching habits. PAVE’s leader meets with the math teachers and the interventionists to give intensive and detailed Unit Previews before every unit of study. Teachers and interventionists create exemplary scholar work for every lesson to define expected strategies, conjectures, and misconceptions to focus on during discourse.

PAVE engages in continuous analysis of data to move students. Weekly data includes content-specific goals, work habits, and numeracy proficiency. All forms of data are used to inform the teachers of which students are in need of remediation and which modifications need to occur in the class.

PAVE continues to build its math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by two math teachers who target small groups with different needs. The workshop period content is fluid from week to week, and is based on up-to-date weekly data. Certain students receive remediation, while others work independently on rigorous module-based work or online math curriculum, such as Math XL and Khan Academy

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

PAVE teachers create units aligned to state standards. Curriculum is designed to support a hands-on, inquiry based approach.

- **Full Option Science System (FOSS):** Teachers use FOSS kits as a resource to supplement their science lessons.
- **Investigating and Questioning our World through Science and Technology (IQWST):** Teachers use the IQWST curriculum in grades 5 through 8 to prepare them for high school science and the science regents.

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 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

This measure was met by PAVE's 4th Grade students but not by 8th grade students. For the 4th Grade, 77% of students in at least their second year scored a Level or 4, which is two percentage points above the goal. In 8th Grade, 26.8% of tested students enrolled in at least their second year performed at or above proficiency on the New York State science examination, which is 48.2 percentage points below the target.

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
4	77	48
8	26.8	41
All	54	89

ADDITIONAL EVIDENCE

In 2016-17, the school exceeded the target of 75% proficient in Science. In 2017-18, the school did not meet this measure; though the school's 4th grade students exceeded the target, the school's 8th grade students did not. In 2018-19, 4th grade exceeded the goal but the 8th grade students did not meet the measure.

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
4	97.8	46	89.7	39	77	48
8	65.9	41	26.1	46	26.8	41
All	82.8	87	55.3	85	54	89

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

PAVE did not meet this measure for 4th or 8th grade students. 26.8% of PAVE 8th grade students demonstrated proficiency on the 2018-19 State Science Exam, compared to 58% of CSD 15 students on the 2017-18 State Science Exam. 77% of PAVE 4th grade students demonstrated proficiency on the 2018-19 State Science Exam, compared to 91% of CSD 15 students on the 2017-18 State Science Exam.

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

Grade	Percent of Students at Proficiency
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	Charter School Students In At Least 2 nd Year		All District Students ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	77	48	91	2531
8	26.8	41	58	508
All	54	89	74	3729

ADDITIONAL EVIDENCE

Notably this goal is comparing results across different years' state science administrations. Comparing the results of PAVE to the district within the same year's state science test administration, PAVE exceeded the performance of CSD 15 in 2016-17 and fell short in 2017-18.

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
4	97.8	89	89.7	91	77	N/A
8	65.9	57	26.1	58	26.8	N/A
All	82.8	81	55.3	74	54	N/A

SUMMARY OF THE SCIENCE GOAL

The school has not met either the Absolute or the Comparative Goals for Science.

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.	Not Met

ACTION PLAN

The school will continue to find ways to improve their results on the NYS Science tests. With the help of the NYC Managing Director and CMO Curriculum team, the school will identify new strategies and curriculum materials to increase 8th grade students' performance on the NYS Science tests.

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

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 this measure. The school was in good standing this year.

ADDITIONAL EVIDENCE

The school has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2016-17	In good standing
2017-18	In good standing
2018-19	In good standing