



Academy of the City
CHARTER SCHOOL

Academy of the City Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Zimmerman, Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

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Steve Zimmerman has served as the Executive Director since April 20, 2020.

SCHOOL OVERVIEW

Our Community -- Since its inception, Academy of the City Charter School (AoC) has been deeply embedded in every neighborhood of CSD 30, one of the most culturally and ethnically diverse in the country. Our students are newcomers, first generation Americans, families who have recently moved to Queens and those that have been here for generations. There are 19 home languages spoken. Our school is ethnically, culturally and economically diverse. To ensure that we continue to attract students from every neighborhood of our District, AoC has applied for and received authority from SUNY to conduct a “weighted lottery,” reserving 6 seats in Kindergarten and 6 seats in First Grade for children who live in NYCHA housing.

This past school year, we served 530 students in Grades K-6. During the 2019-20 school year, our student body was 8% Black, 50% Hispanic, 27% Asian and 13% White. During the 2019-20 school year, 8% of our students were English language learners, 10% were students with disabilities and 66% eligible for free- and reduced-priced lunch.

Our Mission -- AoC’s mission, developed during a community-wide strategic planning initiative, is to: “foster community, support families, welcome children of all backgrounds, celebrate diversity and promote social justice. With our challenging, hands-on liberal arts experience we strive to develop joyful, creative, independent and successful lifelong learners.” During the 2019-2020 school year, particularly during the time of remote learning, AoC’s mission inspired and grounded the work of AoC’s leadership and teachers in supporting the students’ social emotional well-being and ensuring not only the richness and excellence of the educational program being offered, not only the pedagogical practices needed to ensure every student’s growth and success, but that every single AoC student had access to that learning.

Our School Culture – AoC is a community based, independent charter school was founded on principles of community involvement; workplace democracy; reflective practices in pedagogy; site-based management and governance; continuous professional development; personal accountability; transparency; and entrepreneurialism. These principles have continued and supported the excellence and growth of our program throughout our existence.

In order to support our students fully, over the years we have partnered with many community organizations to uplift and support the success of them and their families. Some of those programs include: nutrition workshops in collaboration with City Harvest and Cornell University; a program to set up a college savings fund for every child; workshops on how to support their children’s learning; family literacy program; parenting workshops; free dental services through NYU; civics programs run by the League of Women Voters; immigration rights workshops; GED programs. The close relationships we have established with all our families and our relationships with trusted community partners has enhanced our ability to support our students during the COVID pandemic. AoC’s reputation as a supportive community, together with its excellent academic record, has resulted in a very low student attrition rate and a long wait list every year.

It is not only our families who are loyal community members. With many opportunities for professional growth and an innovative teacher leader program, and with an effective working relationship with the UFT, AoC has regularly had one of the highest teacher retention rates. Our experienced, long-term teachers enrich our pedagogical practice and serve as formal and informal mentors to younger teachers. Our students are the beneficiaries.

Our Program -- AoC’s program is a rigorous, liberal arts curriculum, that is standards based and data-driven. Our students receive daily instruction in our core subjects as well as weekly instruction in Music, Fine Arts, and Physical Education. Students work together as a full class,

independently and collaboratively in small groups supported by their teachers. There is a robust program in inter-disciplinary project-based learning.

From the youngest grades, students chose to participate in clubs or electives, enrichment opportunities in a small group setting.

We are committed to an educational philosophy rooted in social justice, inquiry, experiential and collaborative learning, and supported by continual professional development and reflective practice. Our students become independent thinkers, lifelong learners, and responsible members of their communities.

AoC's program, as developed during the term of its charter, has proved successful. During our last charter term, our students consistently performed far above the average both of our District and New York City on standardized tests. We have repeatedly been singled out by the State as a Reward/Recognition School. Before we opened our Middle School in August 2019, our students were accepted in some of the most competitive middle schools in the New York City.

Remote Learning

Overview - AoC transitioned to remote learning on March 18, 2020. To ensure that all of our students could fully participate in remote learning, we surveyed our students' parents/guardians to find out how many of them had access to a computer or other device and adequate internet access in their homes. We ultimately loaned out over 250 Chromebooks and iPads, and arranged for internet access for every family that needed it. As a result, 100% of our students were able to participate in remote learning.

Supporting Families - CSD 30 was at the epicenter of the COVID crisis in New York City. Many of our families struggled with illness, and tragically we lost community members. Many of our families have struggled with food and economic insecurity. There were surveys and daily contact from our family coordinator to assess families' needs. Working with long-standing community partners, we ensured that every family had access to food and economic support. Our school counselor made daily contact and ran regular programs of emotional support for students and for their families. Families were regularly advised of the governmental relief programs, and at the request of leadership, our PCO and Board undertook a successful fundraising campaign to support those in immediate need who might not have access to those programs. This supportive work, so key to the ability to our students to be able to continue to learn and excel, continued unabated over the summer and now into the new school year.

Our Educational Program in the Remote Context - To ensure that AoC's program could be delivered successfully, prior to transitioning to the remote format, teachers and leadership met together to identify online platforms to support remote learning and collaborated and planned for the delivery of synchronous and asynchronous instruction. To provide our students with a supportive and familiar learning environment, AoC committed to maintaining as much consistency as possible during remote learning. Thus, the program delivered during remote learning was familiar, robust and challenging, high standards were maintained for student participation, students were able to reach out to their teachers for support, students had opportunities to work collaboratively, teachers communicated regularly with parents and were available to them for consultation, teachers continued to collaborate in required grade-level and department meetings.

AoC's remote learning plan replicated to the greatest degree possible all aspects of the instructional program that had been delivered in its school building in both core and non-core subjects. Teachers continued to follow the scope and sequence for their respective core and non-core subjects and used the same curriculum and online resources that had been used in the

classroom. In addition to computers, the textbooks and trade books that students had been working with, were sent home to each child. Thus, the coursework continued to be aligned to our bricks and mortar educational program. Every student received asynchronous instruction in our robust art and music programs; there was a fun and exciting - and rigorous - physical education program for every grade.

Given the age range of the children in our school, which last year spanned Grades K-6, remote learning involved varying degrees of synchronous and asynchronous learning. Synchronous learning involved live sessions with teachers through Zoom, while asynchronous learning involved teachers pre-recording lessons that were uploaded to Google Classroom that students (and parents) could engage in (and return to), online programs such as IXL, Raz-kids, Khan Academy, or work packets that had been assembled prior to the school closing and made available to all parents through a partnership AoC forged with Staples and also posted on Google classroom in electronic format.

Instructional differentiation was achieved in the virtual environment. Teachers were able to pull out small groups of students from their larger classrooms into Zoom breakout rooms to help scaffold the teaching. Teachers' lesson plans included work for students on grade level, those who needed to excel, those who needed additional support, specifically our ELL and SPED students. ELL students were scheduled with the ELL teacher for small group instruction on Zoom. SPED students received their mandated services in the remote learning plan. Students who required related services received them through Zoom. School counselors provided mandated counseling through DOXY (the school received and documented parent consent for all counseling services to continue virtually, as required); students whose IEPs required SETSS met for live Zoom sessions with the special education teachers based on their mandated requirements.

Internal Summative Assessments - An area we were unable to replicate in the remote environment was our year-long internal assessment protocol in reading and math, using the F&P Benchmark Assessment and Math assessments which we had previously used to measure baseline, interim and crucially end of year performance. We administered those internal assessment in Fall 2019 and Winter 2020, and that data is included in this report. However, since we had not yet established protocols that ensured the reliability of internal assessments in the remote context (those protocols are now in place for the 2020-2021 school year) we were unable to administer either assessment in Spring 2020. Therefore, while we can draw conclusions regarding our ELA and math instructional program from Fall to Winter, we are unable to provide a comprehensive analysis of our annual progress in 2019-20 towards our ELA and Math goals in this Accountability Plan Progress Report.

Internal Formative Assessments – During the period of remote instruction, teachers and administration used formative assessments to guide instruction. Our goal at the beginning of remote learning, was to support our students' emotional health and support their transition to the paradigm shift of how they were receiving instruction. We sought out every opportunity to provide students with innovative and supportive remote learning that would enable them to continue to learn and flourish during a period of unprecedented unknowns. Regular daily checks for understanding were done throughout lessons and regular assessments by chapter tests, spelling tests, writing assignments, quizzes in math based on the units completed.

Project Based Learning/Final Projects and Assessments– During the period of remote learning we determined that our students' engagement and learning would be enhanced by our project based learning program – long a fundamental component of AoC's pedagogy. As practiced at AoC, PBL

is a hands-on learning experience that emphasizes each subject’s core standards aligned to reading, writing, responding, listening and speaking with a focus on an interdisciplinary approach. Project Based Learning is a teaching method in which students gain knowledge and skills by working over an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. During project based learning in the remote context, each student worked independently and collaboratively, with their teacher’s support, honing their creativity, critical thinking, problem solving, research skills, and skills at collaborating. There was a “public product” for every grade, where each student presented their work to their peers and their families.

PBL enhanced students’ academic and social skills and provided students the opportunity to be innovative in their final product. It also allowed them to integrate their technology skills and proudly present their work to their families. Teachers used specially designed rubrics to evaluate student work and they were provided with peer and teacher feedback throughout the process. This year’s PBLs were focused on climate change and social justice.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	57	82	113	54	57	53								416
2016-17	57	55	84	106	53	57								412
2017-18	54	57	57	81	108	50								407
2018-19	54	56	58	55	82	107								412
2019-20	87	84	58	58	57	87	99							530

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

AoC's students will meet or exceed Common Core and NYS Learning Standards for their grade level, in all aspects of literacy, including reading, writing, speaking and listening.

BACKGROUND

The ELA Curriculum at AoC is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The School's ELA curriculum is closely aligned to the Common Core Standards and NYS ELA Standards. For ELA, AoC uses the Teachers College Readers and Writers workshop model for Grades K-1, Houghton Mifflin Harcourt's *Journeys* for Grades 2-5 and HMH's *Collections* for Grade 6. Grades 2-6 also engaged in novel study in which the whole class reads a novel together with accompanying reading and writing lessons. Finally, within the ELA block, Grades 2-6 have 30 minutes daily of DEAR in which students are responsible for selecting independent reading based on their own interest and independent reading levels. Writing responses are incorporated in DEAR. ELA instruction is aligned with NYS standards-based instruction that is supported by the curriculum. The entire ELA block is 105 minutes daily. Reading is approximately 60 minutes and writing workshop is approximately 45 minutes per day. Novel study and DEAR account for time in both reading and writing.

Teachers use a lesson format that follows a predictable structure 1. Warm up 2. Teach 3. Try 4. Clarify. Small group, targeted instruction occurs during guided reading. Our ongoing English language arts program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading and Writer's workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. Special Education and ESL specialists push-in to classrooms to provide guided instruction and support for students identified as needing these instructional support services.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System for formal assessment for all grades. For the reporting year 2019-20 assessments of reading ability were conducted in October 2019 and January 2020. Because of the school closure, we were unable to administer June 2020 F&P Benchmark assessments as we could not recreate the same testing conditions in a virtual environment to ensure reliability of the test results. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work. When the school transitioned to remote learning, assessment took the form of informative assessments—listening to children read, checking over work and grading assignments. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills. In previous years we had administered the NWEA MAP Reading test in the Fall and Spring. Before the COVID crisis, SUNY had approved our not using the test for the 2019/2020 school year. Accordingly, we focused on the standards-aligned summative assessments.

AoC is committed to building the capacity of our teachers through professional development. AoC provides time in the daily and weekly schedule for teachers to plan and collaborate together in grade level meetings and department meetings. Once a month, students are dismissed early so that teachers can engage in a full afternoon of PD. This past year, AoC's ELA PD priorities were in driving higher order thinking in instruction, rigorous questioning and continuing the Hochman writing method. To deliver PD, AoC engages external PD consultants to provide training and workshops to teachers; in addition, teachers also lead PD initiatives with their colleagues. Teachers also are encouraged to attend outside workshops aligned with PD priorities. During remote learning, staff collaboration and PD continued in a virtual setting. PD and collaboration during this time centered around the sharing of best practices in online learning and online platforms that best supported and enhanced learning.

The biggest change to the ELA program once the school transitioned to remote learning was, of course, the need to deliver instruction in a hybrid of synchronous live virtual instruction with the teacher and asynchronous instruction. In order to maintain consistency, remote learning involved the same amount of instructional time for literacy as it did in the brick and mortar classroom. In K-1, students were engaged daily in one hour each of reading, phonics and writing, in Grades 2-6, students were engaged daily in one hour each of reading and writing. Until it was announced that NYS Assessments were being canceled, Grade 3-6 ELA instruction also included 1 hour of daily test prep. Given the 5 to 11 age range of our children, the amount of screen time and synchronous versus asynchronous learning varied across the grades in order to better match how best children could receive instruction and interact with curricular materials. Across all grades, teachers continued teaching from where they had left off in the curriculum prior to the school’s transition to remote learning. The following table describes generally what remote instruction looked like at each grade level in Reading and Writing.

Grade	Reading/Writing
K	<p>For Kindergarten, given the young age of the children, more instruction was asynchronous, although parents were provided with a daily schedule that children should follow in order to maintain a daily school routine, including times when they should engage in sight word practice, morning and afternoon read alouds, writing, <i>Foundations</i>, and journal writing. Teachers recorded lessons and posted them on Google Classroom where parents could help their child access and listen to the lessons along with visuals that the teachers created on Google Slides to make the lesson more interactive. Additionally, there were packets/worksheets that each family was provided with that related to each lesson. Teachers also created Google Slides for reading and <i>Foundations</i> lessons. The online programs, Raz-kids and IXL Reading were also used as instructional tools for asynchronous learning. Synchronous learning would occur in small groups of students (engaging the whole class in a zoom lesson was not found to be productive), and live small group instruction involved lesson review, writing shares and some short writing assignments. Teachers also recorded read alouds which were followed by reading response questions that parents were asked to discuss with their children.</p>
1	<p>Grade 1 instruction in literacy was also predominantly asynchronous. Students were provided with learning packets which provided supporting materials for the daily educational videos that their teachers posted on Google Classroom to introduce students to new content in ELA, <i>Foundations</i> as well as the writing process. After watching the instruction, students practiced the new learning by doing the activities and worksheets. For writing, the packets contained writing prompts. The online programs, Raz-kids and IXL Reading were also instructional tools used for asynchronous learning. Synchronous live instruction occurred during the week in small groups with their teacher to receive support in reading non-fiction books and their writing assignments. Additionally, through regular virtual check-ins throughout the week, teachers provided individualized support to students to address gaps or provide stretch.</p>
2	<p>Grade 2 instruction in literacy was predominantly asynchronous. Target reading skills, word work and writing were tied to the stories in the <i>Journey</i> curriculum. Teachers either recorded videos or found online video resources, websites and charts to support each <i>Journey</i> story to make lessons more engaging and fun for students. The literacy packets contained daily assignments covering vocabulary, reading comprehension and short-answer writing responses. Students submitted their assignments through Google</p>

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	Classroom. The online programs, Raz-kids and IXL Reading were also instructional tools used to engage students in asynchronous learning. Synchronous learning occurred through live check-ins with teachers to provide individualized assistance to students who needed additional support.
3/4	Grades 3 and 4 literacy instruction was asynchronous and all work was done online using Google Classroom. Students continued with the <i>Journeys</i> curriculum and novel study, although the titles that students read changed based on availability of PDF versions of the books so that all students could access the literature. Teachers prepared and loaded onto Google Classroom prerecorded video lessons for the students to view, visuals such as Google Slides, power points and videos to accompany the curriculum and to make it more engaging and interactive. Because of the limitations of administering quizzes online, teachers moved towards projects that required students to demonstrate mastery of standards taught including research assignments, writing assignments, etc. Students were expected to produce at least one writing piece weekly which could include essays or responses to their novel study, and were supported in the writing process with rubrics, outlines and model texts.
5/6	Grades 5 and 6 literacy instruction was synchronous and taught through novels. Work was completed through live online discussions and asynchronously through Google Classroom. Teachers met with students synchronously daily where in-depth discussions were guided through critical thinking questions that pertained to social justice and real world settings. Reading and writing instruction were connected through nonfiction texts, short stories, and poetry. A range of resources were used to promote real world application and understanding including <i>The New York Times</i> and <i>Newsela</i> . Students also received supplementary literary works from <i>Commonlit</i> . The capstone learning projects were interdisciplinary and influenced from the novels. Additional online learning resources were utilized to support independent vocabulary and grammar work using a plethora of online sources such as Flocabulary, Flipgrid, and Kahoot!.

METHOD

AoC administered the Fountas & Pinnell Benchmark Assessments (F&P) to Grades K-6 in Fall 2019 and Winter 2020. Due to the pandemic closure and transition to remote learning, AoC was unable to administer these assessments in Spring 2020. F&P is administered one-to-one with the teacher and student. Students' independent reading levels are determined by the F&P assessment. F&P provides a scale that translates these reading levels into a 1-4 scale where Level 1 is far below benchmark, Level 2 is approaching benchmark, Level 3 is at benchmark and Level 4 is exceeding benchmark.

RESULTS AND EVALUATION

	Fall 2019 Grades K-6: Reading						Winter Q3 2020 Grades K-6: Reading					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
Kindergarten	84	89%	0%	7%	4%	11%	87	25%	18%	49%	7%	56%
1st Grade	80	15%	10%	46%	29%	75%	84	8%	2%	52%	37%	89%
2nd Grade	57	5%	16%	33%	46%	79%	58	5%	12%	17%	66%	83%
3rd Grade	57	4%	11%	53%	33%	86%	58	0%	10%	28%	62%	90%
4th Grade	56	2%	32%	50%	16%	66%	57	2%	9%	53%	37%	89%
5th Grade	85	6%	8%	54%	32%	86%	87	6%	7%	30%	57%	87%
6th Grade	101	7%	23%	23%	48%	70%	86	33%	19%	29%	20%	49%
Overall	520						517					

With the exception of Grade 6, all grade levels demonstrated significant progress from fall 2019 to winter 2020 in terms of their independent and instructional reading levels. The overwhelming majority of students in Grades 2-5 are reading at or above grade level expectations meeting our internal targets for reading levels. AoC engages in a variety of reading experiences including incorporating reading throughout the curriculum that support strong student growth. As discussed previously, the ELA block includes 60 minutes of reading and in Grades 2-6 there is a whole class novel study/writing block and 30 minutes of DEAR. In science and social studies, students engage in informational and content-based reading. Students read aloud together as a whole class, in small groups, independently and in pairs. They discuss their readings through whole class discussion, group discussions and through writing with guided prompts/questions and talks guided by the teachers. Using NYS ELA data from the previous year, we focus on standards that our school needs to improve upon and look for ways to modify or supplement our current curriculum to address identified needs.

While Kindergarten did not perform as strongly as these higher grades, it is important to note that many children come to our school without a strong foundation in language. Many of the preschools they attended were more akin to day care instead of a rich environment of play and learning and many of our children come from homes where English is not spoken. Therefore, they arrive at AoC behind on foundational language skills and we have to play catch up. It is notable that we ultimately became successful in moving Kindergartners to grade level expectations in phonics and phonemic awareness as is evident from our Grade 1 baseline F&P performance.

While Grade 6 does not show growth as the percent of students at or above grade level fell from 70% to 49% from Fall to Winter, we did find that on average students did increase by at least one independent reading level. However, that growth was not sufficient to move to higher levels of proficiency. Furthermore, as students move to higher reading levels on the F&P, we have found it takes several testing cycles to show gains as these higher reading levels are more difficult. The Winter data informed our subsequent instruction, intervention groups and test prep curriculum. We identified markers in which our students needed more support and practice, including annotation, metacognitive thinking when reading, writing skills and explanations and inferential thinking at a more sophisticated level.

ADDITIONAL EVIDENCE

None

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

We are unable to draw a conclusion about our attainment or lack of attainment of this Accountability Goal given the limitations of available data. However, in the three short months that we had to plan, execute and continually improve upon our remote learning plan, we know that our students were left with academic deficits from the remote learning process.

While we sought to translate our instructional program to a remote setting to the greatest degree possible, not having face to face instruction with students, the inability to administer the full range of formative and summative assessments, the challenges that many children had in learning at home and navigating the technology that was involved to access the learning raised many questions for us as an instructional team regarding expectations for participation, grading, what constitutes mastery and how we can accurately measure it.

ACTION PLAN

Knowing that there was a high probability that AoC would need to continue remote learning in the fall, we organized a Task Force under guidance from SUNY CSI, to start planning for re-opening. A significant effort was placed on developing an online instructional program that would uphold the quality education we provided in the bricks and mortar setting. Most of our ELA instruction in the spring remote learning period was asynchronous. We learned we needed to have a better balance of asynchronous and synchronous learning in order to ensure greater student engagement and facilitate teacher support. Thus, each day in all grades, students will have a period of live ELA instruction as well as asynchronous lessons that they are expected to complete independently. Live instruction will be conducted through Zoom which will also support student collaborative learning where teachers can facilitate small group discussions and interactions through the use of breakout rooms. All assessments will be done in a synchronous environment with the teacher supervising the testing sessions. In addition, we planned for and will be executing one-to-one F&P assessments virtually. We have secured licenses for all teachers who are responsible for administering F&P and secured document cameras and other tech tools needed to assess students virtually.

The elementary school's ELA curriculum will continue to be aligned with Teachers College Readers and Writers Workshop and *Journeys* with teacher-created scope and sequences that support the extension of using read-alouds in the lower grades and novel studies in the upper grades to enhance reading and writing skills. We will be providing students with the books they need at home for both whole group reading and independent reading (this was a challenge last year in remote learning because we were limited to what was available in terms of online reading). In middle school, ELA will continue to use thematic units to drive instruction centered around a series of novel studies with supplementary work stemming from the *Journeys* and *Collections* programs. Again, all students will be provided with copies of novels so that they have the necessary resources at home.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

AoC students will meet or exceed Common Core and New York State Learning Standards for their grade level in math.

BACKGROUND

The mathematics curriculum at AoC is designed to ensure that students have a sound base in numeration and number sense upon which mathematical skills can be rooted. AoC implements the Go Math curriculum in Grades K-5 and Illustrative Math in Grade 6. We also administer Go Math's and Illustrative Math's beginning, middle and end-of-year assessments to measure math growth and achievement and inform ongoing instruction. Math instruction is delivered in the workshop instructional model, as teachers gradually release responsibility of the learning from the teacher to the student. Go Math is supplemented with teacher-developed resources and EngageNY lessons as well as more hands-on learning experiences in order to address math topics that we have found are not sufficiently addressed in the Go Math curriculum. Additionally, we have focused on integrating literacy within math instruction including more math talk and math conversation among students.

As a result of the need to supplement the math curriculum, teachers supported by math coaches were involved in rewriting the pacing guides to reflect these additional math priorities and resources. To deliver PD, AoC engages external PD consultants to provide training and workshops to teachers; in addition, teachers also lead PD initiatives with their colleagues. Teachers also are encouraged to attend outside workshops aligned with PD priorities. During remote instruction, staff collaboration and PD continued in a virtual setting. PD and collaboration during this time centered around the sharing of best practices in online learning and online platforms that best supported and enhanced learning. AoC also worked collaboratively with a consortium of schools to share best practices in distance learning and jointly plan for remote learning in 2020-21.

As with ELA, the biggest change to the math program once the school transitioned to remote learning was, of course, the need to deliver instruction in a hybrid of synchronous live virtual instruction with the teacher and asynchronous instruction. In order to maintain consistency, remote learning involved the same amount of instructional time for math as it did in the brick and mortar classroom. Students had one hour of daily math. For students in the testing grades, until it was clear that the NYS Assessments were being canceled, all Grade 3-6 Math instruction included 1 hour of daily test prep. Given AoC spanned Grades K-6 with children ranging in age from 5 to 11, the amount of screen time and synchronous versus asynchronous learning varied across the grades in order to better match how best children could receive instruction and interact with the curricular materials. Across all grades, teachers continued teaching from where they had left off in the curriculum prior to the school's transition to remote learning. The following table describes generally what remote instruction looked like at each grade level in Math.

Grade	Math
K	Math was delivered asynchronously with math lessons recorded and posted on Google Classroom. All families were provided with Math work packets from the GoMath curriculum that contained materials for each daily lesson. Teachers produced added visuals to support instruction that was posted on Google Classroom including Google Slides to make lessons more interactive. Teachers also posted videos with songs, such as songs about shapes, to help students learn the material. Teachers made themselves available to support students and families live through Zoom.
1	Instruction was delivered mostly asynchronously with math lessons recorded and posted on Google Classroom. All families were provided with Math work packets from the GoMath curriculum that contained materials for each daily lesson. Teachers produced added visuals to support instruction that was posted on Google Classroom including Google Slides to make the lesson more interactive. Teachers supported student understanding through live check-ins throughout the week providing times for students to share their answers and reasoning with each other and the teacher. Finally, the online IXL math program provided students with extra practice of skills learned. Teachers were also available to provide live support to students/families as needed.

2	All families were provided with Math work packets from the GoMath curriculum that contained materials for each daily lesson. Math was delivered in a mix of live lessons and educational videos depending on the particular lesson. Teachers uploaded videos to support each lesson which they secured through YouTube, Brainpop Jr. and Think Central. Additionally, they posted visuals to support learning, including anchor charts for each lesson. Finally, the online IXL math program provided students with extra practice of skills learned. Teachers were also available to provide live support to students/families as needed.
3	Math was delivered in a mix of live lessons and educational videos depending on the particular lesson. All families were provided with Math work packets from the GoMath curriculum that contained materials for each daily lesson. Teachers uploaded videos to support each lesson which they secured through Khan Academy, YouTube, Brainpop Jr. Finally, the online IXL math program provided students with extra practice of skills learned. Jeopardy Games were used to support math review. Teachers were also available to provide live support to students/families as needed.
4	Math was delivered through live instruction through Zoom with educational videos posted on Google Classroom for additional support. All students had Math work packets from the GoMath curriculum that contained materials for each daily lesson.
5	Math was delivered through a mix of synchronous and asynchronous lessons. We utilized Go Math to support pacing through the end of the year but also used a wide variety of online resources to conceptualize and master skills necessary for next year’s learning. Through synchronous learning we encouraged mathematical discussions so that students were able to build on critical thinking and problem-solving skills.
6	Math was delivered through live instruction through Zoom with the help of Khan Academy. Khan Academy was used to support Illustrative Math and provided helpful data tools to guide their daily instruction and provide extensive feedback to students. Due to careful monitoring and pacing 6th grade was able to successfully complete their curriculum goals which included unit assessments.

METHOD

AoC administered the GoMath Assessments to Grades K-5 and Illustrative Math Assessments to Grade 6 in Fall, 2019 and Winter, 2020. Due to the pandemic closure and transition to remote learning, AoC was unable to administer these assessments in Spring, 2020. These assessments are aligned to Math standards and allow AoC to note growth over the school year to show mastery of standards. Data is discussed at grade level where reteaching actions plans are developed and pacing guides are adjusted. Intervention for below grade level performing students is determined using these assessments and students receive at-risk small group support. We utilize dedicated teaching staff that provides at-risk support in all grades.

RESULTS AND EVALUATION

Grade	Fall 2019 Grades K-6: Math						Winter Q3 2020 Grades K-6: Math					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
K	87	36%	57%	7%	0%	7%	86	14%	53%	21%	12%	33%
1	80	35%	59%	6%	0%	6%	84	4%	62%	23%	12%	35%
2	49	41%	53%	6%	0%	6%	56	9%	75%	14%	2%	16%
3	57	61%	37%	2%	0%	2%	58	16%	74%	9%	2%	10%
4	56	86%	14%	0%	0%	0%	49	37%	57%	4%	2%	6%
5	85	100%	0%	0%	0%	0%	85	79%	21%	0%	0%	0%
6	101	34%	48%	14%	5%	19%	47	36%	45%	15%	4%	19%
Overall	515						465					

Students underperformed on the GoMath and Illustrative Math assessments as compared with their performance in ELA. This is due to the fact that the Go Math and Illustrative Math benchmark assessments cover the entire year’s curriculum on the beginning, middle, and end of year exams. While all grade levels, with the exception of Grades 5-6, demonstrated progress from fall 2019 to winter 2020 in terms of the percent of students meeting grade level standards, it was still well below 50% of our students who were at grade level by the Winter administration. While the majority of students were still below grade level, for Grades K-4, there was a significant decrease in the percentage of students performing at the lowest proficiency level, Level 1 from Fall to Winter, so we have been successful in moving the lowest performing students to higher levels of proficiency. Even with Grade 5, while no students met proficiency in the Winter administration of the test, there was movement from Level 1 to Level 2 from Fall to Winter. As with ELA, Grade 6 was the lowest performing cohort. There was, for all intents and purposes, no change in overall student performance including moving lower performing students to higher proficiency levels.

The Winter data informed our subsequent instruction, standards that needed re-teaching, intervention groups and test prep curriculum.

ADDITIONAL EVIDENCE

None

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

We are unable to draw a conclusion about our attainment or lack of attainment of this Accountability Goal given the limitations of available data. However, in the three short months that we had to plan, execute and continually improve upon our remote learning plan, we know that our students were left with academic deficits from the remote learning process.

While we sought to translate our instructional program to a remote setting to the greatest degree possible, not having face to face instruction with students, the inability to administer the full range of formative and summative assessments, the challenges that many children had in learning at home and navigating the technology that was involved to access the learning raised many questions for us as an instructional team regarding expectations for participation, grading, what constitutes mastery and how we can accurately measure it.

ACTION PLAN

Knowing that there was a high probability that AoC would need to continue remote learning in the fall, we organized a Task Force under guidance from SUNY CSI, to start planning for re-opening. A significant effort was placed on developing an online instructional program that would uphold the

quality education we provided in the bricks and mortar setting. Across all grade levels, students will have a period of live math instruction each day. To better address individual student needs, live instruction will also consist of smaller math groups to provide more targeted instruction. Additionally, students will have time for asynchronous lessons that they are expected to complete independently including the use of online resources like Khan Academy and IXL. In Grades 6-7, the Illustrative Math curriculum will be supplemented with online components from Khan Academy. Live instruction will be conducted through Zoom which will also support student collaborative learning where teachers can facilitate small group discussions and interactions through the use of breakout rooms. All assessments, including the Go Math and Illustrative Math fall, winter and spring benchmark assessments, will be done in a synchronous environment with the teacher supervising the testing sessions.

The elementary math curriculum will continue to be aligned with Go Math and a middle school curriculum that stems from teacher-administration created scope and sequences developed from Go Math in 5th grade and Illustrative Math in Grades 6-7 with online components derived from Khan Academy. We will also be providing students with the necessary math manipulatives they need to engage with math concepts and learning at home, recognizing students may need to be able to visualize concepts through more hands-on opportunities. AoC participates in the Illustrative Math Collaborative (led by Prospect Charter Schools) which works with charter and public schools across various districts that adapt illustrative math to share best practices in math instruction.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

AoC students will meet or exceed the NYS core curriculum standards and National Education standards for their grade level.

BACKGROUND

The science curriculum is designed to ensure that students collect and record first-hand data and to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

AOC uses Science *Dimensions* text by Houghton Mifflin Harcourt for Grades K-4 and IQWST from Activate Learning for Grades 5-6, which is highly correlated to the New York State and Next Generation Science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Science instruction at AOC combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Science assessments, for example, include sections that focus on the key terms and

ideas of a unit as well as a performance task component that require students to synthesize and analyze data from laboratory experiments. Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods serve as tools to meet the targeted proficiencies described below.

Professional development for our science teachers includes training from consultants provided by the curriculum we utilize and well as individual workshops that teachers attend. In addition, science teachers receive coaching from leadership team members.

The biggest change to the Science program once the school transitioned to remote learning was, of course, the need to deliver instruction in a hybrid of synchronous live virtual instruction with the teacher and asynchronous instruction. In order to maintain consistency, remote learning involved the same amount of instructional time for science as it did in the bricks and mortar classroom. There is no question that in the remote learning environment, that ELA and math were prioritized in daily instruction. Science instruction was delivered through both asynchronous and synchronous lessons. Live experiments were conducted and students were encouraged to participate in these. However, due to the pandemic, materials were sometimes difficult to obtain for families.

METHOD

Science assessment at AoC involves the published curriculum's chapter tests aligned to the standards to measure the mastery of concepts covered in each chapter of the text. Teachers administer ongoing formative assessments to monitor student learning to inform instruction, intervention groups and reteaching. In the absence of the Grade 4 NYS Science, there was no state-standards aligned benchmark assessment in Science that was administered at AoC last year in order to be able to assess and evaluate student achievement in science that would be valid and reliable.

RESULTS AND EVALUATION

As stated previously, we are unable to report on progress towards our Science goal given we did not administer a valid and reliable assessment tool in science to provide us with the data needed to do so.

ADDITIONAL EVIDENCE

None

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We are unable to draw a conclusion about our attainment or lack of attainment of this Accountability Goal given we do not administer a science benchmark assessment that is valid and reliable. However, in the three short months that we had to plan, execute and continually improve upon our remote learning plan, we know that our students were left with academic deficits from the remote learning process.

ACTION PLAN

Knowing that there was a high probability that AoC would need to continue remote learning in the fall, we organized a Task Force under guidance from SUNY CSI, to start planning for re-opening. A significant effort was placed on developing an online instructional program that would uphold the quality education we provided in the bricks and mortar setting.

In 2020-21, remote learning in science will be delivered through live synchronous lessons in elementary and middle school with the science teacher, in addition to asynchronous and small group opportunities. Students will receive instruction in correlation with the NGLS and Science Dimensions Curriculum in Elementary school and IQWST in Middle School. Lessons will consist of direct instruction and hands-on learning.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

AoC’s 2019-20 Accountability Status is Good Standing. Our 2018-19 NYS assessment scores indicated we had met AYP for all accountability subgroups and therefore was “In Good Standing.”

ADDITIONAL EVIDENCE

AoC’s performance on the NYS ELA and math assessments have consistently met AYP for all accountability subgroups thus we have achieved an accountability status of In Good Standing for in each of the last three years.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing