



Children's Aid College Prep Charter School

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

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Drema Brown, Head of School, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michelle DeLong	Board Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Governance and Finance Committees
Beth Leventhal	Board Vice Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Finance and Governance Committees
Nina Bershadker	Board Treasurer, Chair of the Finance Committee
Jane Goldman	Board Secretary, Chair of the Learning, Achievement & Evaluation Committee
Michelle Rumph	Board Member, Finance Committee Member
Phoebe Boyer	Children's Aid President and CEO, CACPCS Board Member

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

The Children's Aid College Prep Charter School is a Children's Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children's Aid College Prep Charter School (CACPCS) was authorized by the State University of New York (SUNY) Board of Trustees as a K-5 charter school located in CSD 12 in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children's Aid (formerly known as The Children's Aid Society). CACPCS is a Children's Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS's first charter term. In December 2016, the SUNY Trustees granted CACPCS a full five-year renewal of its charter with approval to grow to serve the middle school grades. CACPCS has just begun the fourth year of its second charter term.

CACPCS strives to provide its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. This approach is operationalized through a focus on the following key design elements:

Instructional rigor and a robust academic program characterized by:

- Curriculum aligned with the Common Core State Standards and Next Generation Learning Standards;
- An extended school day and extended school year;

Expanded learning opportunities that include:

- Quality after school programming (4-6 pm) through Children's Aid;
- Connection to quality summer programming through Children's Aid and other community-based partners;
- Thoughtful integration of school day and after school goals evident in youth development and project-based learning experiences through the arts, fitness and nutrition, and STEM and literacy enrichment;

Frequent and purposeful assessment characterized by:

- Academic and co-academic measures to guide the work of all school staff;
- Consistent references to scholar support plans;

Talented and committed professional staff and administrators supported by:

- An educational model grounded in the Thoughtful Classroom school improvement model;
- Effective coaching and professional development strategies grounded in the Thoughtful Classroom Principal and Teacher Effectiveness Framework;

Comprehensive support services that include:

- The efforts of a Community School Director, Assistant Community School Director and a team of

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Life Coaches and youth workers who identify student strengths and needs along four domains (i.e. the academic, social and emotional, health and family) to coordinate and deliver a strategic set of student support programs and services;

- A full range of health, mental health and social services; and
- Continuous support and outreach to provide families with the resources and supports needed to ensure student success.

As a school designed with the community in mind, CACPCS employs a recruitment process designed to create more opportunities for those children who need a school like CACPCS to attend. Specifically, the school's lottery offers additional preferences to special populations of children including those who are living below the state's self-sufficiency standard, English language learners and child welfare-involved youth. Nearly a quarter of CACPCS's students are students with special needs, and as a result, CACPCS has made changes to staff professional development and increased its investments in academic intervention services to improve its program for this particular sub-population of students.

	Children's Aid College Prep ¹					District12 Comparison (2018-19 Data)
	2015-16	2016-17	2017-18	2018-19	2019-20	
Black	43.5%	46.4%	45.3%	42.8%	41%	24%
Hispanic	51.0%	48.3%	49.5%	52.5%	54%	70%
Asian	1.3%	1.2%	1.8%	1.2%	2%	3%
White	2.0%	1.7%	1.4%	1.5%	1%	2%
Multi-racial or Other	2.3%	2.4%	2.0%	2.0%	2%	0%
ELL	8.5%	4.5%	7.2%	9.5%	10%	21%
IEP	20.3%	19.8%	21.3%	22.0%	22%	25%
Economic Need	84.3%	79.0%	84.7%	76% (86%)		92%
CWI				8%		
STH				9%	8%	15%
Total Enrollment	306	420	503	600	639	

¹ CACPCS's 2019-2020 demographic data tracked internally using ATS.

() NYC DoE 2018-19 School Performance Dashboard using NYC DoE Economic Need index.

CWI and STH data not available for previous years.

District 12 data taken from the NYS District Report Card for 2018-19

While the school’s instructional leaders began the 2019-20 school year with a plan in place to address the decline in overall academic performance of students in Grades 3-8 on the New York State ELA and Math tests, the CACPCS Trustees and Head of School agreed to deepen their exploration of what may be hindering the continuous improvement efforts of the school’s staff and leadership by contracting with an outside organization to conduct a comprehensive school quality review. As a result, the Head of School in collaboration with the Principals and other members of the school’s leadership team, worked closely with a team from **School Works** to plan the site visit that included parent, staff, school leadership and board focus groups, document and data reviews and 27 classroom observations across all grades and all content areas.

The most significant findings of the School Works team were the following:

- Teachers did not consistently provide students with clear learning goals and focused **purposeful instruction**.
- The School Works team observed ineffective or partially ineffective **delivery of focused instruction**. For example, in some of these lessons, content was presented clearly, but lesson objectives were not evident or did not specify a clear learning outcome and only a task (e.g., “I will be able to write...” or “I will be able to solve...”). Additionally, during these classes at times lesson tasks and homework were not aligned with the lesson objective.
- The site visit team observed ineffective or partially ineffective use of **varied instructional strategies**. In these classrooms, for example, most of the lesson was delivered via a single modality such as lecture or video and few students were provided opportunities for self-directed learning such as guided discussions or student-generated projects to expand learned concepts.
- The School Works team also found that while the school was implementing some supports for students who were struggling and at risk, these supports were not meeting the needs of all of these students.
- Across all four of School Works’ indicators for **Purposeful Teaching**, less than half of the lessons observed were Effective according to the site visit team’s standards.

At the end of their four day visit, the School Works team led a prioritization meeting with a group that included school leadership, teachers, staff from Children’s Aid and the Head of School. This group outlined the goal below and developed an action plan in support of this goal. These findings, the prioritization meeting and articulation of a specific goal-related to the findings were extremely instructive to school leadership and helped the leaders further refine their instructional focus for the remainder of the school year.

- **Goal:** Teachers will consistently provide scholars with clear learning goals and focused, purposeful and aligned instruction.
- **Measure(s):** By the end of the year (June 2020), 70% of classrooms will have met the indicators as measured by the observation tool.

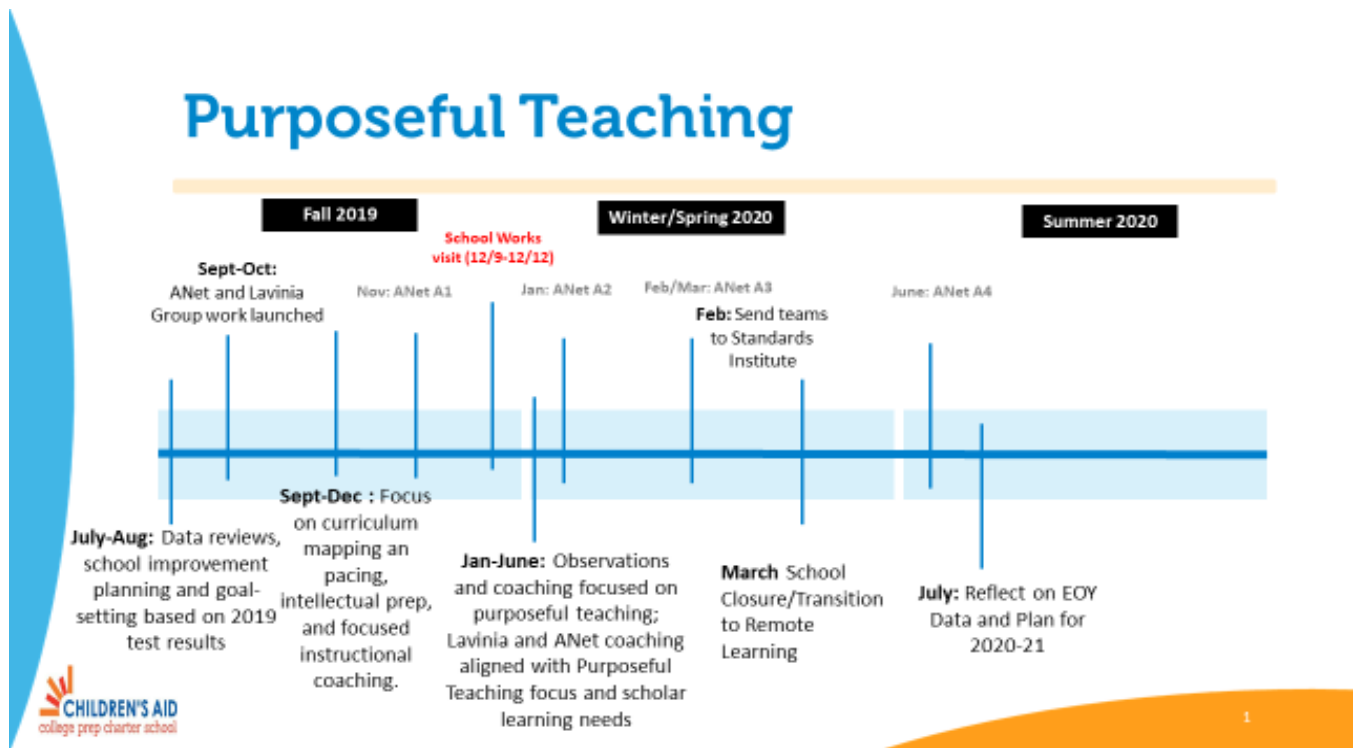
The Head of School and Principals shared School Works’ findings and the resulting school goal and action plan with multiple stakeholders.

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During the month of January, CACPCS’s instructional leadership team baseline-tested an objectives observation tool and observation data tracking tool for collect and review ratings of these observations. The observation tool provided observers with a common set of indicators and a common rating scale for determining how focused, purposeful and aligned each lesson observed was based on those indicators and the rating scale. Instructional Leaders observed 67 lessons across all grades and in the Balance Centers in January alone.

Baseline testing revealed a high degree of consistency across reviewers of the same lessons. Members of the Curriculum Team, a team comprised of the Principals, Academic Deans and full and part-time Instructional Coaches participated in several meetings with the Head of School throughout the baseline testing period to ensure the tool and protocol were being used consistently to determine a lesson’s level of effectiveness based on the criteria outlined in the tool. While the baseline results showed some movement between the Ineffective and Partially Ineffective categories, the tool more importantly showed similar results to the School Works findings indicating a strong likelihood of alignment between our criteria and that of School Works based on best practice.

In short, the instructional leadership team from January-June 2020 focused on a set of lesson planning and instructional competencies that were placed under the label “Purposeful Teaching” as shorthand for all of these competencies. The focus on purposeful teaching continued into the transition to remote learning. The graphic below outlines the timeline of instructional initiatives in support of purposeful teaching during the 2019-20 school year.



Transition to Remote Learning

The COVID-19 crisis and the resulting extended school closure made it necessary for CACPCS to transform its approach to teaching and learning overnight. CACPCS like every other NYC public school had to shift to provide our students with remote access to the instruction and materials they would need to ensure they did not lose all of the academic gains they had achieved earlier in the school year.

In order to navigate the shift from in-person schooling to remote learning, CACPCS had to understand what we needed to begin that would be altogether new in our approach AND what we could leverage from the way we had been operating. The chart below outlines eight areas of practice CACPCS had to acknowledge and adjust its practices around in order to support staff and students during school closure and remote learning from March –June 2020.

1. Relationships

- Positive relationships across the school community prior to this crisis were the foundation for staff, students, parents and caregivers to remain connected despite our physical distance and the impact of the COVID-19 crisis on everyone's lives.

2. Community School Strategy

- Our staffing model and our staff's training in trauma-informed practices allowed us to respond effectively to the daily challenges created by the rapid transition to remote learning under the very difficult circumstances created by the COVID-19 crisis.
- Life Coaches provided ongoing support to families when notified of confirmed cases of COVID-19 or the loss of family members to COVID-19. They provided grief counseling and made referrals to outside resources. Success Mentors connected families with Life Coaches if they were the first to be notified of illness or death in the home.

3. Learning Environment

- Relationships built between staff and parents have allowed communication and collaboration in this area to respectfully support families in making adjustments to the learning environment at home where needed.
- Because our remote learning attendance policies centered on students' submission of assignments, check-ins with Success Mentors were a critical support to our students, their families and the teachers during remote learning. Success Mentors made nearly 3,000 outreach calls to families from March 23-June 22, 2020 in support of students and their parents and caregivers during remote learning.

4. Instruction

- Regular and on-going training opportunities and individual and group support opportunities for parents were key to this shift in responsibilities to parents. Topics ranged from coping strategies to how to navigate SeeSaw. Weekly participation ranged from 20-60 parents per week.
- School leadership developed a set of remote teaching performance indicators to align feedback to teachers with the Thoughtful Classroom instructional framework while also calling out those instructional practices that were most important for student success during remote learning.

5. Learning Experiences

- Some students responded positively to remote learning environment and the different use of time, technology and the transformation of their relationships with adults and peers.

- When asked to complete this statement in June, “Remote learning is. . .”, 53% of the 208 students who responded described remote learning as “okay”, 38% responded “fun”, 37% responded “frustrating”, 32% responded “easy”, 15% responded “hard”.

6. Time

- School staff had to be flexible and understand the challenges for families during this crisis. For example, the student schedule was adjusted from 7:45-4pm to 9-3pm.
- The workday for staff was adjusted from 7:30-4:10 to 8:30-3:30pm in recognition of the need to re-set instructional hours for families managing work from home and supporting remote learning and staff also supporting their own children in remote learning provided by their children’s schools.
- Once live instruction was phased into remote learning in late March (middle school) and late May (elementary school), remote learning required students to participate in 2-3 hrs of live instruction each day followed by another 1-3 hrs of independent workⁱ.

7. Technology Access

- CACPCS’s incremental investments in technology over the past several years allowed the school to provide a tablet or Chromebook to any student who needed one for remote learning. This created greater equity across the school in this area.
- CACPCS distributed 480 tablets and Chromebooks and 9 Wi-Fi “hotspots” between March-June of 2020.

Prior to school closure on March 16, 2020, the instructional leadership team prepared packets of independent work for each grade level in the event of a two-week closure. Providing families with these packets afforded CACPCS two weeks for staff training and planning in advance of more robust remote learning experiences. Below are some additional notes on our approach to remote learning between March-June 2020.

- *Staff Professional Development:*
 - It is important to note that CACPCS had begun incorporating the use of more educational technology into our instructional repertoire for several years prior to this event. Content coaches from the Lavinia Group and ANet as well as our educational technology consultants, Educate, LLC, worked with each principal to develop and implement professional development plans for their staff. Staff were provided with weekly workshops and coaching from these same coaches, the Academic Deans, Director of SPED and Intervention and the Principals.
 - Our special education teachers and interventionists needed support early in the shift to remote learning in determining which educational technologies and instructional strategies would best support students with a wide range of learning differences and sensory needs or who were reading below grade level.
 - Additionally, we believed our English Language Learners would benefit from ensuring that one teacher in each co-teaching pair had been trained on the tools and instructional strategies that would best support them and we provided Spanish language workshops for parents to provide them with additional support so they could support their children at home.

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- Technology:
 - Prior to these events, CACPCS had also been making incremental investments in the classroom technology we would eventually utilize to make the transition to remote learning.
- Staffing:
 - CACPCS's staffing model is a co-teaching model. Two (2) teachers are assigned to almost all classes bringing the teacher to student ratio to 1:12 in as many instances as possible. During remote learning, this staffing model provided students with greater support and made workloads more manageable for the staff.
- Assessment:
 - The Curriculum Team, facilitated by the Head of School, developed a set of Assessment Principles that guided all decision-making related to assessments and grading.ⁱⁱ
 - CACPCS conducted regular reviews of student work submitted via SeeSaw and Google Classroom during this time. Specifically, the team regularly compared attendance/participation data between Students with Disabilities and English Language Learners with their General Education and monolingual peers at each grade level. This allowed the team to reflect on the impact of remote learning practices on the engagement and participation of these students in real time in order to course correct.
 - In June a major focus of remote learning was the completion of online End of Year (EOY) assessments at all grade levels. In mid-May we began training key instructional and operational staff on the design and technology requirements of the ANet EOY assessments and strategies for conducting running records via live sessions for K-1 students. During the remainder of May, parents and students were trained on these assessments so that in early June these assessments could be administered.
 - By using ANet's EOY ELA assessments students' reading comprehension skills and strategies were assessed using more complex texts while new content taught during remote learning was assessed in Math.
 - By using the fourth assessment in the ANet series of assessments for grades 2-8, CACPCS was able to look at performance across a set of similarly constructed assessments for the year. While some of the technology enhancements of the online assessments could have been challenging and/or confusing for some students, the standards assessed at the end of the year followed an appropriate grade-level progression.
 - CACPCS was also able to compare its students' performance in ELA against the performance of three other schools. No comparison data was available for Math.

As we continued adding new elements to our remote learning experiences for our scholars between March-June 2020, we focused on how remote learning could be affecting more negatively those scholars who were struggling with the overall literacy demands of remote learning or English language demands in the remote learning environment. Below are some data snapshots to illustrate the types of data CACPCS reviewed during remote learning.

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SeeSaw data

- SeeSaw data is provided for each round of data available (two comparable months), and then cumulatively.
- There are some fluctuations in the number of posts per student between the two periods captured. The fluctuations were in part attributable to the phasing in of new remote learning experiences.
- Differences in IEP and ELL performance were negligible.
- The number of family visits increased from 593 in the first period to 1169 in the second period.

Google Classroom (based on data collected from CACPCS devices)

- On average between our 195 middle school scholars signed into Google Classroom between 1,500-2,000 times per day. On average, each of our middle schoolers logged in to Google Classroom about 8 times per day.

Finally, because our remote learning attendance policies centered on scholars' submission of assignments, check-ins with Success Mentors, youth workers focused on mentoring students who have struggled to attend regularly, were a critical support to our scholars, their families and the teachers during remote learning. In addition to proactively supporting those scholars with a significant history of absences, when scholars did not submit their daily assignments and were marked absent by the teacher, a Success Mentor followed up immediately. Nearly 1,120 check-ins occurred in May, for example, to support our scholars during remote learning.

ENROLLMENT SUMMARY

The school's BEDS Day enrollment for each school year is provided in the table below.

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	26	69	66	68	68									297
2016-17	71	72	71	70	74	72								430
2017-18	69	74	71	68	72	73	71							498
2018-19	73	73	75	74	76	74	74	70						589
2019-20	74	75	74	75	73	74	66	68	65					644

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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Children's Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

During the summer prior to the 2019-20 school year, the school's leaders reviewed a range of data to confirm plans for the 2019-20 school year. Specifically, school leaders reviewed the following: (1) 2018-2019 NYS ELA overall test results; (2) test result trends over time within grade-level cohorts; (3) test results disaggregated by sub-groups; (4) conducted student-level item analyses of the data; (5) reviewed ELA curriculum and assessment materials across all grades against test items and content; and, (6) reflected on the test results against instructional improvement plans implemented during that school year.

The improvement in performance at Grade 3 in ELA and the two-year improvements at the cohort-level for grades 4 and 7 indicated some strengths in the 2018-19 instructional program and, as a result, the following practices were identified as important to continue in 2019-2020:

- The use of instructional improvement plans focused the elementary and middle school teams on concrete grade-level academic goals and benchmarks supported by coherent literacy plans. These grade level goals were further reinforced by benchmarks set in ELA at each grade level in consultation with the Lavinia Group (our close reading content coaches) and Achievement Network (CACPCS's interim assessment provider and content coach).
- Use of the Understanding by Design framework for curriculum development helped the team create ELA curriculum units that were engaging to scholars while the Lavinia Group worked with instructional leaders and teachers to choose texts for close reading that broadened the types of texts scholars were exposed to and deepened the reading comprehension work. ANet interim assessment items also created opportunities to expose scholars to increasingly rigorous texts throughout the year.
- The Thoughtful Classroom instructional framework promoted common language around quality instruction through the use of research-based instructional practices which were clear and accessible to both novice and veteran teachers. The school's web-based performance evaluation system, Standards for Success (SFS), can also enable transparent communication between instructional leadership and teachers about teacher performance while allowing instructional leaders to identify trends for targeted professional development.
- Increasing the opportunities for scholars struggling to meet grade level standards to receive literacy intervention from teachers trained to deliver evidence-based programs (e.g. Wilson reading interventions and the Fountas and Pinnell Leveled Literacy Intervention) created more opportunities for scholars at Tiers 2 and 3 to receive additional literacy support from teachers with additional training.
- Use of Foundations curriculum in grades K-2 strengthened our early literacy program by providing scholars with a stronger reading and spelling foundation.
- The Lavinia Group's close reading literacy practices were central to reading comprehension and writing improvements at Grade 3 in 2018-19.
- A focus on effective co-teaching strategies and strategies for differentiating instruction at all grade levels provided teachers with strategies for better meeting the needs of their learners.
- New teachers were provided with a formal, structured mentoring experience to more intensively develop their skills.

While performance at Grades 3, 4, and 7 was promising in 2018-2019, CACPCS's overall ELA performance dropped 5 percentage points from 2018. The decline in proficiency in ELA at Grades 4 and 5 and a significant decline in ELA proficiency at Grade 6 indicated a need to focus further on supporting scholars as they transitioned to middle school. The steady decline in overall proficiency across grades and by cohorts in ELA for the last three years also signals the need to look at core elements of our work like the organizational supports that enable quality teaching and learning and increased accountability for instructional improvements. Specific choices made with regards to curriculum, assessments and professional development were also priorities. To improve performance in 2019-2020 CACPCS focused on the priorities outlined below:

Priority 1: ELA curriculum, assessment, instruction and professional development were aligned and supported by the (ANet) and the Lavinia Group proven leaders in the field of standards-based assessment and literacy instruction.

As discussed earlier, our 2019 results revealed skill gaps created across grade-levels and across both fiction and non-fiction texts indicating problems with our curriculum scope and sequence and pacing. As we reviewed our curriculum, it was clear that we continued to dedicate too little time to some standards at certain grade levels and too much time to other standards less frequently tested at specific grade levels. In addition, our assessments (specifically our practice tests were not predictive especially for grades 5-7 (see Table 7).

As a result in 2019-2020 we focused on developing a more aligned curriculum with changes to content pacing, content area coaching, and more strategic lesson plans that focus on small group instruction and other opportunities for differentiated instruction to support all of our scholars. The improvements in the area of curriculum, instruction, assessment and professional development included: (1) a partnership with the Achievement Network, experts in the area of curriculum, instruction and assessments; (2) an expanded partnership with the Lavinia Group to include additional support of guided reading in Grades K-2 and expanded close reading support across grades 3-8; (3) the improved use of data to drive instruction; and (4) strategic professional development.

- We reviewed and updated curriculum scope and sequence documents and pacing guides at each grade level in ELA to address curriculum gaps while aligning with ANet interim assessments selected by school leadership in consultation with ANet.
- The Head of School supervised the work of ANet and the Lavinia Group consultants across both school locations to ensure all contracted supports were implemented as needed.
- Given the identification of the need for better vertical alignment across all grades, time was allocated for the Curriculum Team to improve vertical planning and cross-content planning processes based on assessment results throughout the year.
- The Head of School held principals, Academic Deans, instructional coaches and consultants accountable through observations, regular reviews of students' interim assessment and close reading data.
- Weekly Head of School and principal meetings focused on strategies for better managing coaching cycles and observation data captured in coaching trackers and the web-based teacher evaluation system.
- The Principals led the development and implementation of professional development plans at both schools based on quarterly reviews of teacher evaluation data and reviews of coaching

trackers to ensure professional development was consistent and more strategic based on scholar and teacher strengths and needs.

(1A) Improved use of data to drive instructional improvements

Using ANet’s interim assessments, CACPCS updated its protocols for unpacking ELA standards, identified areas for re-teaching and small group instruction to better support the wide range of needs of our scholars. The instructional leadership of the school received coaching from ANet in order to learn new strategies for leading data-driven instructional improvements across all grade levels.

Furthermore, Principals, supported by our content coaches from ANet and the Lavinia Group implemented instructional plans that featured the following:

- K-5 students received 30-40 minutes of guided reading instruction on a daily basis, and each student had an individual reading goal.
- Close reading instruction occurred at grades 2-8 three times per week to improve reading comprehension and scholars’ ability to construct written responses that reflected their comprehension across a variety of fiction and non-fiction texts.
- Structured word study and vocabulary instruction in all grades continued to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas in grades 6-8.
- CACPCS continued its implementation of a robust independent reading program at both the elementary and middle school, supported by more high quality, high-interest literature and more time during the instructional day for independent reading.

Utilizing results from our interim assessments and practice tests, the Principals and Academic Deans conducted item analyses sessions with teachers using ANet’s data review protocols to continue to support teachers in their daily lesson planning to better meet students’ needs. These frequent reviews of assessments informed instruction and supported teachers’ content/skills development while reinforcing their understanding of power and supporting standards.

(1B) Strategic staff professional development

CACPCS used student assessment data to differentiate staff literacy professional development supported by ANet and the Lavinia group at Grades 2-8. We continued to provide intensive professional development to staff on unpacking the standards, the writing process including strategies for embedding more writing opportunities in other content areas. Given the number of novice teachers at CACPCS, an expanded focus on intellectual preparation and planning for teachers in Grades 3-8 meant having teachers commit to critically reading each text they used with their students prior to lesson planning and lesson delivery.

In addition to intellectual preparation and planning for reading, in grades 6-8, specifically, an increased focus on writing across all content areas and the implementation of “Drop Everything and Write” two mornings per week during advisory was also a focus. Professional Learning Communities and content teams at the middle school further supported the strengthening of teachers’ content area knowledge through reviews of power and supporting standards and through the sharing of instructional strategies between novice and veteran teachers.

CACPCS continued its partnership with Wilson Language Training to support teachers in developing foundational reading skills in our K-2 students and CACPCS expanded its partnership with the Lavinia Group (the architects of Success Academy’s literacy approach) to improve our close reading practices in

grades 2-8. Phonics instruction took place prior to guided reading in grades K-2, so that teachers could make more explicit connections between these two literacy components and the Lavinia Group also provided guided reading support and training to instructional leaders and directly to teachers.

To further support the development of our teachers, CACPCS hired an elementary instructional coach to support a targeted group of teachers while maintaining additional part-time content coaches for grades 6-8 to support the development of our new and novice teachers in those grades.

Priority 2: Improve progress monitoring systems and use of data-driven improvement cycles

For the last several years, CACPCS has been using data collection and analysis tools created internally by school leadership with little support. During the summer of 2019 CACPCS and Children's Aid executed a data-sharing agreement that allowed Children's Aid's Office of Performance Management to provide more direct support to CACPCS. Children's Aid helped CACPCS develop and maintain data tools during remote learning while beginning to support CACPCS's systems for data collection, analysis and reporting processes at the classroom level and school-wide.

Classroom-level and school-level progress monitoring focused on ensuring students were meeting or exceeding academic benchmarks at key points during the year while bi-monthly data review meetings at the Curriculum Team level supported by ANet and the Lavinia Group supported the identification of larger trends across all grades that school leadership worked to address.

Priority 3: Increase the quality of academic interventions, supports for ELLs and special education programs and services

As described earlier, the lack of improvement in the ELA achievement of our scholars struggling to meet grade level standards including Students with Disabilities (SWDs) and English Language Learners (ELLs) pointed to our need to improve the quality of our interventions, to review our intervention curriculum and assessment materials, institute better progress monitoring systems and to increase our staff's capacity to effectively deliver and monitor the impact of these interventions. During the 2019-2020 school year, the following steps were taken:

- The Head of School supervised the Director of Special Education and Intervention to ensure all scholars receiving academic interventions or SPED services are receiving higher quality supports.
- The Director of SPED and Intervention convened the Interventionists and groups of Special Education teachers to review scholar data to monitor progress and identify trends across these students throughout the year.
- The Director of SPED and Intervention developed and implement paraprofessional training on instructional support strategies in addition to behavioral supports to better leverage the efforts of this group of professionals.
- CACPCS added a K-2 Interventionist, maintained a Grade 3-4 Interventionist and a Grade 6-8 Interventionist to make Interventionist caseloads more manageable. The Interventionists focused only on literacy and used evidence-based curricula as required by our Response to Intervention (RtI) approach.
- Additionally, our ELA program focused more intensively on addressing the needs of specific groups of students using the following strategies:

- *Scholars in need of academic additional support* (e.g. new to school, may be in need of additional services, etc.)
 - Ensured consistent implementation of Tier 2 and Tier 3 intervention in reading
 - Ensured reading intervention programs were implemented with fidelity
- *English Language Learners:*
 - Increased visual supports and developed print-rich learning environments
 - Increased vocabulary instruction
- *Students with Special Needs:*
 - Leveraged co-teaching models and student grouping methods
 - Implemented a school-wide system of progress monitoring and data reviews with our Interventionists and groups of SPED teachers led by the Director of SPED and Intervention
 - Implemented assistive technology to support students with language difficulties

Instructional and Organizational Supports

The three ELA improvement priorities outlined in more detail above, required certain organizational supports. These organizational supports included:

- As a result of the School Works feedback it became evident that while the Thoughtful Classroom framework had strengths, it did not provide instructional leaders or teachers with enough clarity about what to look for in those areas labeled as Purposeful Teaching. As a result a tool was developed to observe for meaningful objectives and purposeful teaching to fill the gaps created by the Thoughtful Classroom framework.
- The Head of School and principals prioritized hiring and staffing at the classroom level at the start of the 2019-20 school year. The issues we faced in recruiting and retaining teachers during the previous school year were not as evident at the start of the 2019-2020 school year. We also began the 2019-2020 school year with both Principals and Academic Deans in place.
- The Head of School supported curriculum planning, supervision of instruction and progress monitoring across grades via the Curriculum Team and supervision of the ANet and Lavinia Group consultants.

METHOD

CACPCS administered the following assessments in English Language Arts during the 2019-2020 school year:

- F&P (reading)
- Foundations and Leveled Literacy Interventions assessments
- ANet (ELA) interim assessments grades 2-8
- Main Idea and Close Reading assessments focused on (comprehension/constructed responses)

The first ANet assessments in ELA for grades 2-8 were administered in early November. The Principals, Head of School and the full Curriculum Team reviewed and updated the assessment calendar to include the ANet interim assessment dates and identified the need to further

update end-of-unit assessments to further align with the curriculum changes prompted by the work with the Lavinia group in ELA and ANet in ELA. In September the focus was on re-tiering scholars based on Fountas and Pinnell reading assessment data to determine which scholars needed additional support and to ensure Interventionist caseloads were clear and manageable. Scholars who were two levels below grade level standards were assigned to Tier 2 and scholars who were three or more levels below grade level were assigned to Tier 3. Interventionists are working with scholars mandated for 1:1 or small group instruction based on their IEPs and with scholars assigned to Tier 3. Note below the percent of scholars at each grade level assigned to Tier 2 and Tier 3 in September 2019.

- Grade 1 (11%); Grade 2 (39%); Grade 3 (25%); Grade 4 (38%); Grade 5 (27%); Grade 6 (11%); Grade 7 (21%); Grade 8 (29%).

Interventionists and classroom teachers were focused on the needs of their assigned scholars based on this data. The Interventionists and Balance Center Teachers reviewed assessment data during the October Half Day to begin monitoring scholars' progress towards grade level standards. Eighteen scholars were receiving support through the Balance Centers, classrooms designed to provide students with the greatest academic needs with a smaller class size for additional support during English Language Arts and Math. Nine of those scholars receiving this support in grades 2-5 and nine in grades 6-8.

RESULTS AND EVALUATION

Most relevant for describing CACPCS's progress towards this goal is a review of K-1 reading level results as measured through the use of running records throughout the year but particularly the comparison of results between March 2020 and June 2020. Additionally, results of CACPCS's ANet assessments in ELA are also useful in understanding the progress of CACPCS's students towards this goal.

ANet ELA assessments were administered in November, January, March and June. The assessments were formative assessments that provided information on student mastery of specific standards taught prior to each assessment. These assessments served two purposes: (1) to ensure that teachers had covered certain standards at certain points in the year and (2) to determine scholar performance against those standards so that when they take the NYS ELA tests they would have been exposed to the breadth and depth of standards they would encounter on the state tests.

According to ANet, assessment scores of 60% or higher on a specific standard indicates student mastery of that standard. So, 60% or more is the goal at each grade level by standard and overall. ANet also provided CACPCS with comparison data with other ANet schools administering the same assessments focusing on the same standards in ELA. The Curriculum Team reviewed the data from each ANet assessment with the school's ANet and Lavinia Group consultant and laid out plans with grade and content area teachers for follow-up during daily lessons, intervention sessions and after school tutoring so that gaps in learning are addressed prior to the second assessment in January.

The follow-up to this assessment included grade-by-grade data meetings in ELA using ANet's protocol led by our instructional leaders. ANet modeled the use of this protocol for our instructional leaders with

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one particular grade/content team. Grade and/or content teams then created action plans focused on addressing the gaps in learning demonstrated on the assessment.

Since constructed responses were the determining factor between performance Levels 2 and 3 for many of our students in 2018-29, constructed responses were a focus of our assessments during the 2019-20 school year. The instructional leaders continued to use Main Idea and Close Reading trackers, for example, to track student progress on weekly or bi-weekly constructed response comprehension items administered throughout the year.

Below are tables outlining, K-1 reading level data for March and June 2020.

K-1 End of Year (EOY) Reading Levels

Kindergarten (N=72)

Tiers		Overall % *	Overall EOY #	Gen Ed EOY	SPED N=11 EOY	ELL EOY N=16
Tier 3	Three+ Levels Below	14% (0%)	10	8%	46% (0%)	43% (0%)
Tier 2	Two Levels Below	16% (5%)	12	18%	9% (17%)	25% (25%)
Tier 1	One Level Below	24% (17%)	17	25%	18% (41%)	6% (50%)
On Level	On Expected Level	24% (44%)	17	25%	18% (17%)	13% (6%)
Above Level	Above Expected Level	22% (34%)	16	25%	9% (25%)	13% (19%)

**March data is in parentheses in each chart for comparison. One student with special needs was not tested in June (EOY).*

Grade 1 (N=73)

Tiers		Overall %*	Overall EoY #	GenEd EOY	SPED N=12 EOY	ELL EOY N=11
Tier 3	Three+ Levels Below	68% (46%)	50	67%	75% (66%)	91% (73%)
Tier 2	Two Levels Below	7% (15%)	5	8%	0% (13%)	0% (18%)
Tier 1	One Level Below	4% (12%)	3	2%	17% (7%)	0% (0%)
On Level	On Expected Level	3% (4%)	2	2%	8% (7%)	9% (0%)
Above Level	Above Expected Level	18% (23%)	13	21%	0% (6%)	0% (9%)

**March data is in parentheses in each chart for comparison. Three students with special needs were not tested in June (EOY).*

ANET for GRADES 2-8 in ELA

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ELA Performance by Grade (with February to June change)

KEY (ANet target min. 60%)	
Below 50%	
50-59%	
60%+	

		November	January	February	June	Feb/June Change
Grade 2	ELA (overall)	47%	46%	45%	58%	13%
	Network ELA	50%	50%	55%	55%	
Grade 3	ELA(overall)	47%	50%	56%	45%	-11%
	Network ELA	46%	48%	53%	44%	
Grade 4	ELA(overall)	66%	72%	72%	44%	-28%
	Network ELA	60%	61%	59%	42%	
Grade 5	ELA(overall)	49%	50%	58%	38%	-20%
	Network ELA	50%	49%	56%	39%	
Grade 6	ELA(overall)	41%	44%	39%	46%	7%
	Network ELA	45%	47%	46%	51%	
Grade 7	ELA(overall)	45%	50%	52%	49%	-3%
	Network ELA	48%	47%	56%	50%	
Grade 8	ELA(overall)	58%	72%	54%	57%	3%
	Network ELA	57%	57%	55%	57%	

- The majority of Kindergartners who ended the year at Tier 3 were students with disabilities or English Language Learners.
- Nearly twice as many General Education students ended the year on or above their reading level benchmark than their English Language Learner peers or students with disabilities.
- These trends were even more pronounced for 1st graders.
- Generally, in ELA K-1 students were more negatively impacted by remote learning than our older students as demonstrated by these results. Across the board, more K-1 students ended up in the intervention tiers (particularly Tier 3) because managing more complex text remotely via technology was very difficult for the youngest students.
- 2nd, 6th and 8th graders improved in ELA between February and June as measured by their ANET interim assessments. The improved performance of students with disabilities and ELLs at these grade levels contributed to these overall grade level improvements.

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- Grades 3, 4, 5 and 7 all showed declines in ELA between February and June with the most significant declines being Grades 4 (-28%) and 5 (-20%). Increases in students with disabilities and ELLs performing below 50% were key drivers to the declines for these grade levels.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS GOAL

Before March In ELA across all tested grades (2-8), CACPCS scholars' performance increased from 50-53% between A1 and A2 in ELA and from 53-54% from A2 to A3 for a total of 4% growth from A1-A3. Grades 3, 4 and 5 had shown consistent growth in ELA across all three interim assessments. Scholars were assessed on appropriately more complex texts that were at a higher lexile levels. In ELA our scholars navigated an assessment in a new format that included appropriately more complex texts that were at higher lexile levels. Despite declines in ELA across several grades between A3 and A4, ELA performance was similar to or better than the performance of the ANet Network schools across all grades, indicating that other students were having similar challenges with the online format of the assessment or with these same standards.

ACTION PLAN

To improve academic performance based on the 2019-2020 reading level and ANet assessment data, CACPCS will focus on two priorities – clear goals and clear data to monitor progress and a focus on purposeful teaching. See details below.

Clear Goals and Clear Data to Monitor Progress

- Instructional leaders, supported by the Head of School, will focus on helping teachers help students achieve the academic benchmarks outlined after a review of 2019-20 results.
- Continued use of ANet interim assessments in Grades 2-8 in ELA to measure students' progress towards grade level standards and include the use of diagnostics to target areas for learning recovery due to the impact of school closure during the 2019-29 school year.
- With support from Children's Aid's Office of Performance Management, CACPCS will better leverage Standards for Success, the web-based teacher evaluation system, for tracking, analyzing and reporting on teacher instructional progress in order to hold instructional staff at all levels more accountable.
- Instructional leaders will monitor student participation and engagement during both remote and in-person in order to understand the links between attendance, participation, engagement and academic progress in order to make changes in the academic program throughout the year.
- CACPCS leadership will collaborate with Children's Aid's Office of Performance Management to develop, distribute and report results of a staff satisfaction survey with a focus on teachers' perception of feedback and supports.

Focus on Purposeful Teaching

- There will be a continued school-wide focus on the indicators of Purposeful Teaching through coaching staff and holding staff accountable for these improvements in their planning and teaching practice.
- There will be a continued focus on supporting teacher improvements in remote teaching.
- School leadership will prioritize safe, in-person support of K-1 scholars during the 2020-21 school year and students in Grades 2-7 identified as in need of additional ELA academic support.

- Continual improvement of instructional practices to support SWDs and ELLs as evidenced by pace of addressing learning gaps and progress towards grade level benchmarks will be a priority.

By focusing on the two priority areas above, CACPCS staff will work towards helping students achieve the year-end academic benchmarks outlined below:

ELA Academic Benchmarks

- By June of 2021, 80% of K & 1 scholars will read on or above level as measured by F&P Running Records.
- By June of 2021, 75% of second grade scholars will score at or above standard the A4 ELA Interim Assessment.
- By April of 2021, 75% of third grade scholars will score at or above standard on the NYS ELA Test.
- By April of 2021, 80% of fourth grade scholars will score at or above standard on the NYS ELA Test.
- By April of 2021, 75% of fifth grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021 55% of sixth grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021 55% of seventh grade scholars will score at or above standard on the NYS ELA Test.
- By April 2021, 60% of eighth grade scholars will score at or above standard on the NYS ELA Test.

More specifically for Grades K-5 there will be a focus on ensuring continued fidelity in administering F&P assessments to determine current reading levels and inform individual goal setting. Leaders will provide training and ongoing coaching on the use of school-wide guided reading template as a universal structure for lesson planning and delivery. Leaders will also provide training and ongoing coaching on the use of the Lavinia Group coaching guide and conferring plan to coach scholars. Scholars reading two or more levels below benchmark (depending on the grade) will receive guided reading via the Level Literacy Intervention (LLI) program with the reading interventionist assigned to their grade. Continued use of school-wide tracker that included individual goals and levels will also continue. For Close Reading in Grades 2-5 there will be a focus on implementing school-wide tracking of Close reading work and continued implementation of weekly intellectual preps for Grade 2-5 teachers to ensure effective planning. Student work analysis will be incorporated into weekly intellectual preps to inform teachers' coaching of scholars and there will be a focus on increasing the amount of writing about reading that scholars do through short (K-5) and extended responses (3-5). Additional opportunities for writing will be incorporated into the Humanities block during weeks scholars are in person for instruction. While remote, students will write about their read aloud daily.

Teachers will employ questions and tasks, both orally and in writing that are text-specific and accurately address the analytical thinking required by the grade-level standards, especially for craft and structure in grades 6-8. Close Reading practice will continue based on some of the improvements in students' comprehension and constructed responses prior to school closure. Intellectual preparation sessions with ELA teachers will continue to continue developing teachers' capacity to help students identify the deeper meaning in any text. ANet interim assessments and the data review meetings and protocols that were first implemented during the 2019-20 school year will continue in 2020-21 including building on student work reviews and data analysis protocols.

Guided Reading will be provided for 6th graders for the full year to better support their transition and to reinforce their skills. Seventh graders will only receive one trimester of guided reading. The middle

school team will also develop a humanities approach to improve student achievement in ELA (by linking essential ELA priority standards to social studies for student skill-building and reinforcement). Instructional leaders will engage in session with the Lavinia Group to further acquaint them with Guided Reading to to deepen their capacity to supervise Close Reading, and ELA curriculum alignment efforts. The instructional leadership team supported by the Children’s Aid Office of Performance Manage will create guided reading data trackers and update close reading trackers with day 1 and day 2 recordings and will further establish expectations for teachers for scoring and grading.

Scholars will be identified for intervention in reading, writing and social- emotional skills and will be supported within a small group setting with a special education teacher and paraprofessional through our Balance Center program for both the elementary school and the middle school. Additional support for English Language Learners will include: (1)conducting more regular reviews of the assessment data of our ELLs; (2) providing teachers working with ELLs with coaching specific to how to better meet their needs; (3) use of “speak up” stems to support student discourse; (4) use of graphic organizers for main idea jots when reading; (5) the addition of more bilingual books in K-5 libraries and use of Literacy Pro to support access to texts; and (6) teachers will translate sight words into their native language for students in Grades K-2.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the summer prior to the 2019-20 school year, the school’s leaders reviewed a range of data to confirm plans for the 2019-20 school year. Specifically, school leaders reviewed the following: (1) 2018-2019 NYS Math overall test results; (2)test result trends over time within grade-level cohorts; (3) test results disaggregated by sub-groups; (4)conducted student-level item analyses of the data; (5)reviewed Math curriculum and assessment materials across all grades against test items and content; and, (6)reflected on the test results against instructional improvement plans implemented during that school year.

CACPCS’s Math performance across all scholars tested dropped 10 percentage points from 2018. More specifically, there was a decline in Math proficiency in Grades 3, 4 and 6 in 2019 with the most significant decline occurring in Grade 3. Math performance at Grades 5 and 7 was also low although similar to what was predicted on our in-house assessments during the school year. The steady decline in overall proficiency across grades and by cohorts in Math for the last three years also signaled the need to look at core elements of our work like the organizational supports that enable Math teaching and learning as well as specific choices made with regards to curriculum, assessments and professional development priorities. To improve performance in 2019-2020 CACPCS focused on the priorities outlined below:

Priority 1: Math curriculum, assessment, instruction and professional development were aligned and supported by ANet, a proven leader in the field of standards-based assessment and instruction.

Our 2019 results revealed skill gaps created across multiple choice items and constructed responses indicating problems with our curriculum scope and sequence and pacing. As we reviewed our curriculum, it was clear that we continued to dedicate too little time to some standards at certain grade levels and too much time to other standards less frequently tested at specific grade levels. Therefore, in 2019-2020 CACPCS leadership focused on developing a more aligned curriculum in Math at each grade level with changes to content sequencing, pacing and supported teachers through content area coaching, and more support with lesson plans that focused on small group instruction and other opportunities for differentiated instruction to support all of our scholars. The improvements in the area of curriculum, instruction, assessment and professional development featured the following: (1) the ANet partnership introduced in the Math action plan that also focused on Math curriculum and interim assessment alignment; (2) curriculum changes at all grades; (3) use of data to drive instructional improvements; and (4) strategic professional development.

(1A) Curriculum and assessment alignment was supported by the Achievement Network (ANet), proven leaders in the field of standards-based assessment.

- School leaders reviewed and updated curriculum scope and sequence documents and pacing guides at each grade levels in Math to address curriculum gaps while aligning with ANet interim assessments selected by school leadership in consultation with ANet.
- The Head of School supervised the work of ANet and the Lavinia Group consultants across both school locations to ensure all contracted supports were implemented as needed.
- The Head of School held principals, Academic Deans, instructional coaches and consultants accountable through observations, regular reviews of scholar work and reviews of interim assessment data as well as one-on-one bi-weekly principal meetings to discuss progress and address potential setbacks.
- The Principals led the development and implementation of professional development plans at both schools through reviews of teacher evaluation data and reviews of coaching trackers to ensure professional development is consistent and more strategic based on scholar and teacher strengths and needs.
- ANet provided additional Math content coaching across the grades.

(1b) Curriculum changes at all grade levels

In 2019-2020 we continued to utilize *Go Math* for Grades K-5 because of its alignment to CCSS and emphasis on developing 21st-century skills. The work with ANet provided the team with some strong direction around how to re-organize the sequence of concepts and skills to allow teachers to introduce earlier those concepts and skills NYS assesses most frequently. The ANet work allowed leaders to ensure the assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to provide more clarity about what skills and concepts students had to master so the staff could more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.

In Grades 6-8, however, the curriculum issue was more significant. As we analyzed student data, it became clear early in the year that *Go Math* did not provide enough problem-based learning and

lacked the rigor our scholars would need to demonstrate proficiency by the end of the year. With support from the math content coach hired as a part of the middle school instructional leadership team, provided the teachers with resources to supplement the curriculum and focused on providing scholars with more small group instruction and personalized learning experiences using supplemental materials. Assessment data throughout the year also indicated the need for significant problem-solving work.

In 2019-20 CACPCS used *Envision* Math for Grades 6-8 supported by a Math and STEM project-based approach to increase the rigor and increase student engagement. *Envision* more closely aligned also with the NYS Scope and Sequence. Just as in our elementary grades, our work with ANet provided leaders and teachers with some strong direction around how to re-organize the sequence of concepts and skills to allow us to introduce earlier those concepts and skills NYS assesses most frequently. The ANet work in Grades 6-8 will also allowed leaders to ensure assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next.

(1c) Use of data to drive instructional improvements

Our Math assessments in 2018-19 were more predictive of performance on the NYS Math exam than our ELA assessments were, however, there were still challenges in aligning our curriculum and assessments in a way where our assessments provided sufficient direction on what concepts and skills to prioritize. The practice tests made it difficult to identify those standards we needed to spend more time on in order to set a strong foundation for later standards because the results from one assessment to the next remained fairly flat providing little direction for lesson planning, re-teaching and small group instruction. As a result, both the elementary and middle school teams began relying on iReady data to inform instruction. Using ANet's interim assessments, CACPCS updated its protocols for unpacking Math standards, identified areas for re-teaching and small group instruction to support the wide range of needs of our scholars. The instructional leadership of the school were coached by ANet in order to learn new strategies for leading data-driven instructional improvements in Math across all grade levels.

To address these issues the elementary and middle school instructional leadership teams ensured math instructional improvement plans were coherent and fully implemented using assessment data. Math instructional plans featured the following:

- **Data Analysis:** The instructional leadership across all grades supported teachers in adjusting lesson plans based on the ANet assessment results throughout the year for more timely instructional shifts based on data. In addition, grades 6-8, used consistent weekly assessment data to drive lesson plans and instruction through the use of a standardized protocol for examining student work during weekly grade team and department meetings that focuses on leveraging power and supporting standards.
- **Problem-solving:** Leaders and teachers focused on problem solving strategies across all grades. The elementary team focused on close reading for problem context supported by the Lavinia Group.
- **Coordinated Professional Development across schools:** The instructional leaders and content area consultants, supervised by the Head of School, continued to provide more support to teachers

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in the areas of data analysis, lesson planning, lesson delivery, **effective co-teaching** and the differentiation of instruction.

- **School-level specific instructional improvement strategies based on data:**

K-5 Math Instructional Plan specific strategies:	Grade 6-8 Math Instructional Plan specific strategies:
<ol style="list-style-type: none"> 1. regular re-teaching and cumulative review based on data; 2. small group instruction informed by data and supported by instructional coaching 3. higher quality math intervention supported by timely and accurate assessment data; 4. enrichment for students meeting or exceeding grade level standards 	<ol style="list-style-type: none"> 1. require teachers to follow a specific math class structure when introducing a new math thinking strategy and when reviewing an old strategy for mastery 2. institute Math Mondays as part of the advisory program to create a focus on core Math skill reviews; 3. build fact fluency and provide math strategies practice through weekly math homework packets; 4. focus on math thinking strategies

(1d) Strategic staff professional development

CACPCS used student assessment data and teacher performance data to differentiate staff Math professional development supported by ANet and the Lavinia Group at Grades 3-8. Leaders continued to provide intensive professional development to staff on unpacking the standards. Given the number of novice teachers at CACPCS, an expanded focus on intellectual preparation and planning in Math for teachers in Grades 3-8 was a focus.

In addition to intellectual preparation and planning for Math, in grades 6-8, specifically, Professional Learning Communities further support the strengthening of teachers’ content area knowledge through reviews of power and supporting standards and through the sharing of instructional strategies between novice and veteran teachers supported by the school’s content coaches and instructional leaders.

To further support the development of teachers, CACPCS hired a part-time instructional coach for grades 6-8 for another year to support the development of our new and novice teachers there.

Priority 2: Improve progress monitoring systems and use of data-driven improvement cycles

Entering the 2019-20 it was clear that our data tools needed improvement to make the analysis at the classroom and school-level less time-consuming. For the last several years, CACPCS has been using data collection and analysis tools created internally by school leadership with little support..

Classroom-level and school-level progress monitoring focused on ensuring students were meeting or exceeding academic benchmarks while bi-monthly data review meetings at the Curriculum Team level supported by ANet supported the identification of larger trends across all grades that school leadership should be working to address to avoid potential pitfalls and challenges.

Priority 3: Increase the quality of academic interventions, supports for ELLs and special education programs and services

As described earlier, the lack of improvement in the Math achievement of our scholars struggling to meet grade level standards including Students with Disabilities (SWDs) and English Language Learners (ELLs) pointed to our need to improve the quality of our interventions, to review our intervention curriculum and assessment materials, institute better progress monitoring systems and to increase our staff's capacity to effectively deliver and monitor the impact of these interventions. During the 2019-2020 school year, the following steps were taken:

- The content coaching days were increased with ANet to provide additional math content coaching for the middle school.
- More focus was placed on strategies for small group instruction in math to provide more opportunities for students to get the additional support needed on a regular basis.
- For Scholars in need of academic additional support (e.g. new to school, may be in need of additional services, etc.) the following supports were provided:
 - Created more opportunities for small group instruction or re-teaching based on needs
 - Leveraged technology to provide opportunities for skills reinforcement or practice
- For English Language Learners the following supports were provided:
 - Increased visual supports and developed print-rich learning environments
 - Increased content-related vocabulary instruction
- *For Students with Special Needs the following supports were provided:*
 - Leveraged co-teaching models and student grouping methods to provide more timely and regular opportunities for support with new content and re-teaching previously covered content
 - Implemented a school-wide system of progress monitoring and data reviews with our Interventionists and groups of SPED teachers led by the Director of SPED and Intervention
 - Implemented assistive technology to support students with language difficulties

Instructional and Organizational Supports

The three improvement priorities outlined in more detail above, required certain organizational supports. These organizational supports include:

- As a result of the School Works feedback it became evident that while the Thoughtful Classroom framework had strengths, it did not provide instructional leaders or teachers with enough clarity about what to look for in those areas labeled as Purposeful Teaching in Math. As a result a tool was developed to observe for meaningful objectives and purposeful teaching to fill the gaps created by the Thoughtful Classroom framework.
- The Head of School and principals prioritized hiring and staffing at the classroom level at the start of the 2019-20 school year. The issues we faced in recruiting and retaining teachers during the previous school year were not as evident at the start of the 2019-2020 school year. We also began the 2019-2020 school year with both Principals and Academic Deans in place.
- The Head of School supported curriculum planning, supervision of instruction and progress monitoring across grades via the Curriculum Team and supervision of the ANet and Lavinia Group consultants.

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- The Principals, Academic Deans, Instructional Coach and content area consultants continued to provide more support to teachers in the areas of data analysis, lesson planning, lesson delivery and differentiation of instruction and met regularly as a Curriculum Team dedicated to ensuring that our math instructional plan was coherent, and that implementation was having the desired impact on student learning.

METHOD

CACPCS utilized end of unit assessments in all grades and ANet interim assessments in Math for Grades 2-8 as described earlier (see ELA Methods section).

RESULTS AND EVALUATION

ANET for GRADES 2-8 in MATH

Math Performance by Grade (with February to June change)

KEY (ANet target min. 60%)	
Below 50%	
50-59%	
60%+	

		November	January	February	June	Feb/June Change
Grade 2	Math (overall)	41%	50%	56%	63%	7%
Grade 3	Math(overall)	46%	48%	50%	30%	-20%
Grade 4	Math(overall)	61%	59%	35%	37%	2%
Grade 5	Math(overall)	31%	43%	34%	34%	0%
Grade 6	Math(overall)	38%	50%	n/a	39%	-11%

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		November	January	February	June	Feb/June Change
Grade 7		36%	33%	n/a	42%	9%
	Math(overall)					
Grade 8		29%	44%	n/a	47%	3%
	Math(overall)					

- Overall performance in Math continues to be a particular concern because the ANet data still shows average performance well below the 60% proficiency mark.
- Grades 2, 4, 7 and 8 showed minor improvements in Math between February and June. Improvements for students with disabilities in Grades 2 and 4 contributed to improvements in those grades.
- The most significant decline in Math was for 3rd graders who declined by 20% between February and June, followed by the 6th grade which overall declined by 11% between February and June.
- 7th graders improved in Math after showing declines in Math during the previous two assessments.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

Before March in MATH across all tested grades (2-8), CACPCS students' performance increased by 9% between A1 and A2 in Math moving from 40-49% and from 49-53% between A2 and A3 (elementary only) for a total of 13% growth from A1 to A3.

ACTION PLAN

To improve academic performance based on the 2019-2020 end of unit assessments in Grades K-8 and ANet Math interim assessment data for Grades 2-8, CACPCS will focus on two priorities – clear goals and clear data to monitor progress and a focus on purposeful teaching. See details below.

Clear Goals and Clear Data to Monitor Progress

- Instructional leaders, supported by the Head of School, will focus on helping teachers help students achieve the academic benchmarks outlined after a review of 2019-20 results.
- Continued use of ANet interim assessments in Grades 2-8 in Math to measure students' progress towards grade level standards and include the use of diagnostics to target areas for learning recovery due to the impact of school closure during the 2019-29 school year.
- With support from Children's Aid's Office of Performance Management, CACCPS will better leverage Standards for Success, the web-based teacher evaluation system, for tracking, analyzing and reporting on teacher instructional progress in order to hold instructional staff at all levels more accountable.

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- Instructional leaders will monitor student participation and engagement during both remote and in-person in order to understand the links between attendance, participation, engagement and academic progress in order to make changes in the academic program throughout the year.
- CACPCS leadership will collaborate with Children's Aid's Office of Performance Management to develop, distribute and report results of a staff satisfaction survey with a focus on teachers' perception of feedback and supports.

Focus on Purposeful Teaching

- There will be a continued school-wide focus on the indicators of Purposeful Teaching through coaching staff and holding staff accountable for these improvements in their planning and teaching practice.
- There will be a continued focus on supporting teacher improvements in remote teaching.
- School leadership will prioritize safe, in-person support of K-1 scholars during the 2020-21 school year and students in Grades 2-7 identified as in need of additional Math academic support.
- Continual improvement of instructional practices to support SWDs and ELLs as evidenced by pace of addressing learning gaps and progress towards grade level benchmarks will be a priority.

By focusing on the two priorities areas above, CACPCS staff will work towards helping students achieve the year-end academic benchmarks outlined below:

Math Academic Benchmarks

- By June of 2021, 80% of K & 1 scholars will score proficient on their EoY Math Baseline.
- By June of 2021, 75% of second grade scholars will score at or above standard the A4 Math Interim Assessment.
- By May of 2021, 75% of third grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 80% of fourth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 75% of fifth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 55% of sixth grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 55% of seventh grade scholars will score at or above standard on the NYS Math Test.
- By May of 2021, 60% of eighth grade scholars will score at or above standard on the NYS Math Test.

Grades K-5 will be utilizing Eureka Math, for the first time during the 2020-21 school year. Grades K-5 - Fluency to occur for first 10 minutes of math block. Emphasize sense-making instead of answer-getting. Implementation of new unpacking protocol prior to teaching each unit so teachers are aware of the aspect of rigor. Increased use of teacher and student use of manipulatives and visual models during this aspect of rigor. Continued implementation of number stories, with a focus on coaching and discourse will be a focus during 2020-21.

Middle school teachers will study the major math work at each grade to understand the demands and aspects of rigor called for by the standards. They will look for alignment to focus, high level engagement, and rigor in the context of the curriculum, especially through grade level problems and practicals. Teachers will build student understanding through the strategic sharing of models, tools, and a variety of student solution methods. Math practicals are one of the fundamental tools enabling students to exercise thinking mathematically, learn mathematical content/knowledge, while also learning how to apply new learning (with relevance) to real-world contexts. An additional Math content coach has been secured thanks to the Lavinia Group to provide additional support in Math. The Lavinia Group Math Coach along with the ANet coach working closely with the Principal should provide the level of Math content coaching our staff needs.

Use of ANet diagnostic and interim assessments will be important during the 2020-21 school year as staff focuses on both instructional recovery to address learning loss during the 2019-20 school year while also focusing on helping students acquire new skills and content knowledge. K-8 teachers will continue to build on student work reviews and data analysis protocols supported by the school's ANet coach and Lavinia Group coaches. The middle school team will also develop a protocol for Math Intellectual Preps in collaboration with the Lavinia Group.

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

In 2019 97% of our 4th graders who had been with us at least two years achieved proficiency on the Grade 4 NYS Science test exceeding the state's benchmark in Science. These results were attributable in part to the fact that Science learning at CACPCS begins in Kindergarten. K-3 teachers laid the foundation by providing scholars in the lower grades with regular Science learning experiences that introduced scholars to key Science concepts so that by Grade 4 scholars were prepared to meet Grade 4 Science standards. *Elevate*, the school's main science curriculum resource, continued to be a strong curriculum choice for CACPCS. The textbooks and digital materials were high-quality and engaging for our scholars and the Science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement in the content. The departmentalized structure also allowed scholars to receive instruction from teachers who were confident and passionate about the material. The co-teaching model allowed the two 4th Grade Science teachers to work together to plan and deliver classroom lessons and lab experiments that allowed scholars to acquire new content knowledge through a combination of mini-lessons and experimentation that was effective. The teachers administered Science assessments, analyzed results, and adjusted instructed to ensure scholars were provided with the support needed to demonstrate mastery of the Science standards.

CACPCS's very strong results in Science affirmed the strengths of the curriculum and the instructional approach CACPCS has taken over the last several years as described earlier in this section. To ensure CACPCS students continued to make strong progress and achieve at high levels in Science during the 2019-20 school year, CACPCS identified several areas of focus last school year.

- The Instructional Coach, an experienced teacher with particular expertise in Science to provided coaching and feedback to Grade 4 teachers with an eye towards building teacher capacity to

collaboratively unpack the Science standards using the Thoughtful Classroom Episodes of Learning while implementing selected school wide instructional tools that support strategic teaching in Science.

- CACPCS continued using the *Elevate Science* curriculum program for the elementary and middle school grades.
- All our scholars (K-8) continued to have weekly access to science classroom and regular laboratory experiences to ensure a well-rounded Science experience at all grade levels up until school closure in March 2020.
- In Grades 6-8 the Science curriculum focused on “Three-Dimensional Learning” or integrating Scientific and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs), all essential components of the Next Generation Science Standards. Three-dimensional learning creates opportunities to help students deepen their conceptual understanding, analysis of data, and argumentation. CACPCS’s middle school approach to science instruction focused on the following: an inquiry/phenomenon-based, engineering design and literacy and argumentation integration. Inquiry/phenomenon-based science instruction was the daily driving approach with scientific literacy incorporated into each lesson. Argumentation was used as a summative assessment (with a scoring rubric). The goal for middle school based on the Next Generation Science Standards was to define problems more precisely, to conduct more thorough processes of choosing the best solution, and to optimize the final design. Specific units incorporated engineering design. Daily formative assessments embedded into each lesson were utilized to drive instruction and learning.

No Grade 4 or Grade 8 Science tests were administered due to the COVID-19 crisis.

METHOD

End of unit tests were given to assess and evaluate student achievement in science during the 2019-20 school year. Because these tests were not standardized no results are reported here.

RESULTS AND EVALUATION

No Grade 4 or Grade 8 NYS Science tests were administered during the 2019-20 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL SCIENCE GOAL

Because no Grade 4 or Grade 8 NYS Science tests were administered, it is not possible to evaluate student performance in this area during the 2019-20 school year against any objective standard.

ACTION PLAN

CACPCS will continue to use the *Elevate* science curriculum to provide scholars with blended/interactive Science curriculum because it has helped to successfully prepare scholars for Grade 4 Science tests and will help prepare our 8th graders for the 8th grade NYS Science test. K-5 science will focus on implementation of “Scientific Transferable Takeaways” (Ex. Scientists use their five senses to make observations and learn about the world around them.) to make connections individual scientific concepts. Integration of scientific concepts and texts into literacy instruction to reinforce scientific concepts and informational reading skills across all grades. K-3 students will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.

4th and 5th graders will have weekly hands-on labs that teach scholars the technical and thinking skills that scientists use to solve problems and learn about the world. The 4th-5th grade Science teachers will continue to work on incorporating transferable questions for informational texts when scholars are reading texts in class.

Middle School science will focus on the delivery of high quality and consistent science instruction that features literacy integration. Implementation will be monitored through fidelity checkpoints via lesson plan reviews, learning walks or observations during in-person and remote learning, weekly content cohort common/collaborative planning sessions, and data reviews. Teachers will study grade-level NGSS standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy and argumentation skills, scientific inquiry and processing skills, and provide scholars with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities and tasks. Engaging students in focused and coherent learning experiences that bridge students' prior knowledge while providing access to grade-level standards/tasks is the goal so that students are shouldering the cognitive lift in their learning. Science practicals will be one of the fundamental tools used to enable students demonstrate their learning. The Science team will continue to build on student work review and data analysis protocols developed during the 2019-20 school year. Practice science exams will be utilized to prepare Grade 4 students and 8th grade students for the 8th grade science exam.

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.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. CACPCS's 2019-20 NYS Report Card can be found [here](#).

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

CACPCS met this goal and is in Good Standing.

ADDITIONAL EVIDENCE

CACPCS met this goal and is in Good Standing as it has been for the last three years. While CACPCS's NYSED Composite Performance Achievement Level for All Students in 2018-19 was Level 3, CACPCS

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achieved a Student Growth Performance Level of 2 (top 50% statewide) for All Students and Level 1 for SWDs and Black students in 2019 (top 10% statewide).

Accountability Status by Year

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

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Parent Satisfaction

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

CACPCS administers the NYC School Survey, the survey instrument developed by the NYC Department of Education, and is distributed to all NYC public schools to collect feedback from parents. This survey allows CACPCS to collect feedback from parents about their satisfaction with the school’s program and their overall experience with the school. Parents can complete either an online version or a paper version. The NYCDOE tabulates the responses and publishes a report of the results. CACPCS measures its progress towards attainment of its Parent Satisfaction goal based on the survey results published in its NYCDOE NYC School Survey 2018-19 Report². The NYC DOE report provides survey results as a percentage of the respondents; however, CACPCS converts these results to a percentage of all families in the school to measure its progress towards its Parent Satisfaction goal. CACPCS aims to improve parent satisfaction ratings year over year while comparing favorably to NYC and CSD 12 parent satisfaction survey results. The NYC DoE had not published the 2019-20 survey results at the time of this report, therefore the information below is based on 2018-19 parent survey results.

2019-20 Parent Satisfaction Survey Response Rate (2018-19 results reported)

Number of Responses	Number of Families	Response Rate
335	111	74%

RESULTS

CACPCS received responses from 335 respondents, achieving a 74% response rate. The percent of respondents who described themselves as satisfied was 90% or higher across the majority of survey items exceeding the goal of two-thirds of parents demonstrating satisfaction with the school’s program. The chart below provides a snapshot of satisfaction response rates for 15 survey items.

² 2018-19 NYC DoE Survey Results Report. https://tools.nycenet.edu/guide/2019/#dbn=84X124&report_type=EMS

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2019-20 Parent Satisfaction on Key Survey Results (2018-19 results reported)

Item	Percent of Respondents Satisfied
1. % of families who say that they are satisfied with the education their child has received this year	96%
2. % of families who say that their school offers a wide enough variety of courses, extracurricular extra-curricular activities and services to keep their child interested in school	90%
3. % of families say that their school will make them aware if there are any emotional or psychological issues affecting their child's academic performance.	94%
4. % of families say that at their school their child is safe	94%
5. % of families say that their school is kept clean	95%
6. % of families say that they are satisfied with the response they get when they contact their school.	97%
7. % of families say that they are satisfied with the education their child has received this year	96%
8. % of families say that they have communicated with their child's teacher about their child's performance	94%
9. % of families say that school staff regularly communicate with them about how families can help their child learn.	91%
10. % of families say that teachers work closely with them to meet their child's needs	93%
11. % of families say that they are satisfied with the overall quality of their child's teachers this year.	97%
12. % of families of a child with an Individualized Education Program (IEP) say that they are satisfied with the educational planning and IEP development process at their school.	96%
13. %of families of a child with an Individualized Education Program (IEP) say that their school works to achieve the goals on their child's IEP.	96%
14. % of families of a child with an Individualized Education Program (IEP) say that their school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for their child.	96%
15. % of families say that they feel well-informed by the communications they receive from their school	92%

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EVALUATION

As stated above, CACPCS exceeded its parent satisfaction goal based on these 2018-19 survey results. Additionally, CACPCS's parent satisfaction responses were higher than those for CSD12 and the City for 7 items including items # 3, 6, 8, 11, 12, 13 and 14. CACPCS parents responded with greater satisfaction that CSD 12 parents overall and city parents overall with regards to their satisfaction with the overall quality of their children's teachers and program planning and implementation for students with IEPs. CACPCS parents also seemed particularly satisfied with the responses they received from the school when they reached out and the level of communication they had with their children's teachers about their child's performance and 94% reported that the school makes them aware if there are emotional or psychological issues affecting their child's academic performance underscoring the impact of supports like life coaching and collaborative planning meetings between parents, teachers and life coaches. These survey results also point to some areas for continued improvement including timelier communications and improving communication with parents about how they can help their children learn.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

CACPCS uses the NYCDOE Automate the Schools (ATS) system and Teacherease to track student enrollment and attendance. The retention rate in the table below is equal to the number of students who were enrolled on BEDS date in October 2018 who continued to be enrolled in the school on BEDS date in October 2019 divided by the number of students who were enrolled in the school on BEDS date in October 2018.

RESULTS

In 2019-2020 CACPCS retained 88% of its students.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
589	0	521	88%

EVALUATION

CACPCS did not meet its student retention goal for the 2019-2020 school year. One contributing factor to the attrition between the 2018-19 and 2019-2020 school years was the transfer of some students to school settings that could better meet their needs than CACPCS's predominantly ICT programming.

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Another major driver for attrition recently has been the loss of students between 5th and 6th grade when some families apply to charter schools that offer Grades 6-12, negating the need for those families to go through the high school placement process, which can be stressful and difficult for some families.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	93%
2018-19	97%
2019-20	89%

Goal 7: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Documenting attendance and understanding student participation and engagement during remote learning was no easy task. Early reports of data on attendance, participation and engagement revealed that schools and districts used a variety of methods to track daily attendance. ⁱⁱⁱ

CACPCS tracked attendance based on students' submission of a daily exit ticket. The exit ticket established a "thinking and engagement bar" for attendance as opposed to a log-in or response to an email or phone call with a teacher. While we did believe that log-in data and phone calls could provide very useful information, we did not believe it would provide us with enough information about students' engagement with the curriculum and learning experiences. We also wanted to understand what impact the trauma of the COVID-19 crisis was having on student learning and our effectiveness during this same time.

RESULTS

Monthly attendance rates from August to February of 2020 and 2019 were similar, however, from March to June 2020, there was a significant dip in attendance due to the shift to remote learning and the different standard used to track attendance during that time. In June 2019, attendance school-wide was 90%. In June 2020, attendance school-wide was 77%^{iv}. Year-end average daily attendance school-wide in 2019 was 95% compared to a year-end average daily attendance rate of 89% for the 2020 school year. Interestingly, early reports of student attendance, participation and engagement indicated lower levels of student engagement in remote learning than what CACPCS's data captured. ^v For example, Educators for Excellence published the results of a national survey sampling 600 full-time teachers representative of the national population of U.S. district and charter public school teachers. Only 24% of the district and charter school teachers surveyed reported that 81% or more of their students participated daily in their distance learning program^{vi}. CACPCS's year-end attendance rate of 89% seems strong when considering these reports.

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2019-20 Attendance

Grade	Average Daily Attendance Rate
K	88%
1	88%
2	89%
3	89%
4	89%
5	91%
6	90%
7	86%
8	87%
Overall	89%

EVALUATION

As remote learning ramped up in April and the expectations for students increased, the impact was evident in the weekly completion rates by grade. Students and their families were encouraged to reach out if there were extenuating circumstances affecting their ability to submit assignments on time like technology issues, changes in the home, etc. so that a student's attendance was not adversely affected by circumstances beyond that student's control. Balancing maintaining some expectations of our students while being supportive and flexible was a constant challenge, but our regular communication with our parents afforded us the opportunity to take our direction from them in this area.

CACPCS staff supported by the Children's Aid's Office of Performance Management collected and reviewed data generated by our remote learning platforms to further understand what we could about participation in remote learning. We continued to closely monitor remote learning attendance and participation data and used that data to assign Success Mentors who were already working with students struggling to attend school prior to closure to support students who also appeared to be struggling with remote learning early on in the switch. When students, parents or caregivers reported issues with their devices or wifi, an Operations Manager or another member of our team worked with the student or parent/caregiver to resolve the issue. Because of this on-going outreach, CACPCS distributed 480 tablets and Chromebooks and nine Wi-Fi hotspots to support students' engagement between March-June 2020.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	92%
2018-19	94%
2019-20	89%

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ⁱ See Elementary schedules. <https://sites.google.com/childrensaidcollegeprep.org/parenthub/es-letter-5-15>; See Middle School schedules <https://docs.google.com/spreadsheets/d/1OetLLtpi5mYe00IJGh9b6Jtcm2OrpZS4Z589ezwR7WY/edit?usp=sharing>

ⁱⁱ See CACPCS Assessment Principles and Promotion Policy during remote learning. https://docs.google.com/document/d/1Zzq3dxuL1qdsZZLvi6hhkfl_9HNyO9e8piXlicpgt-w/edit?usp=sharing

ⁱⁱⁱ “Who is Showing Up for Remote Learning: About 84% of NYC students, new data says”, Chalkbeat 17, 2020. <https://ny.chalkbeat.org/2020/4/17/21230487/who-is-showing-up-for-remote-learning-about-84-of-nyc-students-new-data-show>. Figures included reflect attendance from April 6-14.

^{iv} Google pushed out an update to our Chromebooks in June which disabled approximately half of the 480 Chromebooks distributed to students. This issue took nearly two weeks to resolve across all of the Chromebooks affected by this technology issue which required a great deal of outreach to parents and students also to re-set individual devices. This also impacted attendance in June.

^v “America’s Remote Learning Experiment: What surveys of teachers and parents tell us about how it went”, Chalkbeat, June 26,2020.

<https://www.chalkbeat.org/2020/6/26/21304405/surveys-remote-learning-coronavirus-success-failure-teachers-parents>

- Teachers in two separate surveys estimated that only about 60% of their students were regularly participating or engaging in distance learning. (Individual district reports of daily “attendance” varied widely, as districts defined the term so differently.)
- Two-thirds to three-quarters of teachers said their students were less engaged during remote instruction than before the pandemic, and that engagement declined even further over the course of the semester.

^{vi} “Voices from the Virtual Classroom: A Survey of America’s Teachers on COVID-19-Related Education Issues”, Educators for Excellence (2020) https://e4e.org/sites/default/files/voices_from_the_virtual_classroom_2020.pdf