



**New Visions
AIM Charter High School I**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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The following individuals prepared this 2020-21 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School I:

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Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.

SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, was relaunched in August 2017 by a restructured Board of Trustees in partnership with charter management organization, New Visions.

MISSION

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in East New York Brooklyn, AIM I serves over-aged and under-credited youth defined as students who are at least one grade behind based on age and credit attainment. Students are at least 15 years of age when they enroll, have completed 7th grade, and have been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2020, 181 students were enrolled in AIM I.

KEY DESIGN ELEMENTS

AIM I offers an intentionally engineered, tightly organized, and highly personalized set of academic experiences complemented by robust and integrated social and emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements, and successful planning and transition into postsecondary academic or work preparatory programs. More specifically, AIM I's key design elements include:

1. Evidence-based and technology enabled administrative systems
2. Defined postsecondary pathways comprised of:
 - Direct partnerships with postsecondary programs
 - Postsecondary planning
 - Academic and career pathway postsecondary preparation
 - Student outcomes tracking
 - Alumni support
3. Intensive and personalized academic supports, including:
 - Personalize education program assignment based on comprehensive diagnostic assessments
 - Evidence-based instructional design and delivery
 - Extended-day academic supports
4. Flexible and personalized academic programming:
 - Targeted blended mastery learning
 - Asynchronous digital learning opportunities
5. Student advisors who:
 - Serve as the single point of contact with families
 - Facilitate productive behavior management
 - Support students in achieving regular attendance

6. Provide intensive and integrated social and emotional supports

AIM I CURRICULUM

AIM I's academic curriculum includes the [New Visions' Curriculum](#), designed by a team of instructional coaches at NVCHS, and Read 180. The New Visions curriculum is designed to serve students in grades 9-12, and includes modifications for struggling learners, students with disabilities, and English language learners. Read 180, a personalized, blended learning reading intervention program is used to accelerate students' reading skills.

AIM I's core academic content is aligned to New York State Next Generation Learning Standards and includes content and skills required for the New York State Regents Examinations in [mathematics](#), [English Language Arts](#), [social studies](#), and [science](#). AIM I utilizes a school-developed arts program, [Engagement Pathways Curriculum](#). This arts program includes content, learning activities and experiences, and performance assessments in film, music, dance, and theater.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur in student advisories, classroom instruction, student leadership activities, and out-of-school programming. The school's SEL curriculum, [School Connect](#), offers an 80-lesson multimedia program designed to improve high school students' social, emotional, and academic skills, and is designed to strengthen relationships among students and between students and teachers. School Connect content includes modifications for struggling learners, students with disabilities, and English language learners.

In all courses, teachers identify five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each [two-week teaching cycle](#).

AIM I INSTRUCTIONAL PRACTICES

All AIM I classroom teachers organize and deliver their lessons using the same format. Each [lesson](#) consists of a SEL check-in, lesson introduction, mini-lesson, checks for understanding, master practice in small groups, and mastery assessment (which could be performance- or project-based). Teachers are expected to provide groupings for students and the data utilized to create these groupings, as well as a plan for the refinement of a lesson and the groupings in each lesson plan. Groupings are based on AIM I's Mastery Scale (fast track, on track, not yet, off-track) with teachers providing targeted instructional strategies for each group as well as differentiated instructional materials and a common rubric.

AIM I employs a co-teaching model for instruction. Co-teachers utilize a range of modifications and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets and may apply similar or varying approaches to this goal – including individualized student support. Co-teachers work together to collect and analyze data to ensure they are both informed about all students.

AIM I teachers employ a "[three-reads](#)" protocol to improve students' literacy across subject-area disciplines. The three-reads protocol requires teachers to prompt students using inquiry-based questions prior to each reading. Students respond verbally or in written format helping the teacher better understand their level of comprehension. Teachers use a [3-2-1 feedback protocol](#) for struggling learners to provide students with specific and actionable next steps towards mastery of performance targets.

Teachers conference with students who have not mastered a performance target to help them refine their knowledge and understanding. Students with an IEP receive an integrated co-teaching (ICT) model. Content and skills are differentiated based on students' needs, and teachers use small grouping practices to support learning.

AIM I STUDENT ASSESSMENTS

Formative and Summative Core Content Assessments

During its first charter term, AIM I administered a [robust set of student assessments](#). ELA and math assessments included [Scantron Performance Series](#) (literacy summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)). Core content summative assessments (Mastery Assessments) for ELA, math, science, social studies, and electives were administered four times annually during the first charter term. A sample of school year 2020-21 Mastery Assessment summary data is available [here](#). Students' grades are reflective of their mastery of key concepts.

End-of-Course or Graduation Assessments

AIM I administers all Regents exams required for graduation. The school also offers multiple pathways (i.e. Humanities, STEM, and CDOS) for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam. See [here](#) for AIM I's CDOS tracker.

English Language Screening

AIM I administers the [NYSESLAT](#) annually to English language learners to assess English language proficiency.

Nonacademic Assessments

AIM I administers the [DESSA](#) to measure students' social and emotional growth. While staff rate students' social and emotional growth, students also self-rate their progress. See [here](#) for school year 2020-21 DESSA summary data.

AIM I STUDENT SUPPORTS

AIM I deploys several student support programs and services. These include:

- **Primary Person model:** Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff.
- **Partnership with Urban Assembly (UA):** UA provides SEL-focused professional development using their [Resilient Scholars Handbook](#) and use of the School Connect Curriculum.
- **Student intake and needs assessment:** The intake and needs assessment is used to identify students' academic and nonacademic needs.
- **Social work interns:** AIM I partners with four higher education programs (i.e. Hunter, NYU, Smith and Rutgers) to provide graduate students in their social work program an opportunity to fulfill their internship experience hours at AIM I. AIM I supports interns with coaching and the social work interns provide AIM I students with social and emotional supports as well as wrap-around services for students and their families.

- **Advisory:** All students are programmed for advisory. Advisory content is generated in part by the aforementioned School Connect Curriculum and [Xello](#), a digital platform that supports students in developing life and career skills.
- **CARES Program partnership:** This partnership provides Summit House students skills to improve mental and physical wellness.
- **SUNY Sexual Health Teen Program:** Peak House students are invited to participate in this program and sexual health screening.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include the LGBTQ Alliance, Men's Group, Women's Group, and [Health Relationship Group](#).

AIM I POSTSECONDARY PLANNING AND READINESS

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students' postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) with coaches and advisors.
- A Postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), best practice sharing on implementation of Xello, Postsecondary Portfolio and CDOS, data entry in New Visions' data portal, and postsecondary data review.
- The implementation of Xello, the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM I implemented a Postsecondary Portfolio in which milestones are tracked in the New Visions data portal and the evidence of learning is supported through Xello and learning assignments saved in each students' Google Drive folder. Courses that align to CDOS learning standards, such as Advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.
- The [National Cares Mentoring Program](#) for Summit House students to gain emotional, social and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.

MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM I leveraged a fully remote instructional model. This model included one day of synchronized live instruction via Zoom for each core subject area and asynchronous independent tasks provided via Google Classroom. From the end of April - June, AIM I invited 20% of their students to return for in-person instruction to support students with NX completion. During this hybrid model, students were still engaging with their classes via our virtual platforms such as Zoom and Google Classroom.

Additionally, as mentioned above, AIM I instituted a more clearly defined instructional practice, including a standardized lesson format. This two-week instructional framework involved an initial delivery of the performance target in the first week, and in week two, the focus was on refining the performance target.

Performance target refinement included extension for on-track students, extra support for those who had not yet mastered the target, and enrichment for those who were off-track. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers. In turn, this helped to clarify student performance expectations during remote learning. AIM I will continue this instructional practice.

AIM I provided training, coaching and support to all teachers around the use of Google Suite to structure a virtual classroom, instructional materials, and provide students asynchronous access to lessons (differentiated based on student needs), models, resources, and tasks to supplement and support student engagement in synchronous lessons and allow students to work through the material in a more self-paced manner. Throughout the year, AIM I teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, virtual learning, and regular checks for understanding into their online lesson materials. When AIM I returns to in-person learning, teachers will continue to use Google Suite for the virtual classroom, in order to align the resources for their courses so that students can access those resources whether they are on or off-campus and at any time of day, given that students benefited greatly from the responsiveness and personalization the use of online materials provides.

OTHER NOTABLE PROGRAMMATIC ADJUSTMENTS DUE TO COVID-19

- Co-taught classes were provided throughout the remote/hybrid learning period for students mandated to receive their mandated services and supports. Zoom breakout rooms and Google Classrooms were utilized to provide differentiated instruction and resources.
- Students had several academic intervention periods added to their schedule for additional targeted small group supports.
- All ELLs with mandated standalone services received them and more than half of our ELL students received co-teaching services through ELA or social studies classes.
- Related services: counseling was provided in house, speech services were provided by an outside provider and both services were provided remotely all year.

SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

AIM I's social emotional support plan for school year 2020-21 is linked [here](#) and it outlines the various supports provided to students and families.

ENROLLMENT SUMMARY

In the table below, we provide AIM I's BEDS Day enrollment for each school year of this charter term.

School Enrollment by Grade Level and School Year

| School Year | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|-------|
| 2017-18 | 70 | 40 | 26 | 29 | 165 |
| 2018-19 | 72 | 56 | 30 | 28 | 186 |
| 2019-20 | 67 | 28 | 43 | 34 | 172 |
| 2020-21 | 61 | 40 | 31 | 49 | 181 |

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2015 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Sixth-Year High School Accountability Cohorts

| Sixth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Sixth Year | Number Leaving During the School Year (Not including early graduates) | Number in Accountability Cohort as of June 30 th |
|-------------------|---|--------------------|---|---|---|
| 2017-18 | 2012-13 | 2012 | 19 | 2 | 17 |
| 2018-19 | 2013-14 | 2013 | 29 | 0 | 29 |
| 2019-20 | 2014-15 | 2014 | 43 | 0 | 43 |
| 2020-21 | 2015-16 | 2015 | 50 | 0 | 50 |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Sixth Year Total Cohort for Graduation

| Sixth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort’s Sixth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|---|-----------------------------------|
| 2017-18 | 2012-13 | 2012 | 17 | 81 | 98 |
| 2018-19 | 2013-14 | 2013 | 28 | 44 | 72 |
| 2019-20 | 2014-15 | 2014 | 44 | 55 | 99 |
| 2020-21 | 2015-16 | 2015 | 47 | 37 | 84 |

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th earn at least ten credits.

RESULTS AND EVALUATION

Fifteen percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 earned at least ten credits, therefore not meeting this measure.

High school students, no matter their age and year enrolled in any high school, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. Add the fact that our students typically are over-age and under-credited, navigating a new school becomes even more challenging. This past school year, our first year students had to navigate remote learning due to the COVID-19 pandemic. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the 44 percentage point drop in first year students earning at least ten credits in 2020-21.

Percent of Students in their First Year at AIM I Earning at least Ten Credits in 2020-21

| School Year | Number of Students in Their First Year at AIM I | Percent Earning Ten Credits |
|-------------|---|-----------------------------|
| 2017-18 | 38 | 37% |
| 2018-19 | 58 | 40% |
| 2019-20 | 41 | 59% |
| 2020-21 | 27 | 15% |

ADDITIONAL EVIDENCE

Two additional students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

Further, AIM I continuously enrolls students throughout the school year and during school year 2020-21, an additional 46 students enrolled after BEDS day and remained enrolled through June 30, 2021. Of those 46 students eight earned ten or more credits by the end of the school year.

AIM I dedicated time for teachers to engage in individual conferences with families and students bi-weekly in order to support their completion of coursework in order to master performance targets and earn credits, through the Accountability Model. In addition, a process was created to have recurring participation by youth development staff in meetings dedicated to the analysis of student performance data in order to foster collaboration with teachers and to develop aligned strategies that support students with course completion.

While AIM I did not achieve this goal, in Years 1-3 of this charter term, the school saw a year-over-year increase in students' in their first year who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year earn at least ten credits. More specifically from Year 1 to Year 2, and Year 2 to Year 3, there was a three percentage point and 19 percentage point increase in the number of first year students earning at least ten credits.

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th of 2021 who have been at AIM I for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Twenty-three percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2021 earned at least eight credits, therefore not meeting this measure.

We attribute much of the decrease in the percentage of our longer-enrolled students who received eight credits to the lack of in-person instruction and the inability to conduct home visits during the pandemic. Prior to the pandemic, AIM I's place-based close-knit community and school environment helped our school provide a supportive and nurturing space. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21.

On the other hand, and similar to our experiences during school year 2019-20, there were some bright spots. Our attendance data continues to reflect the fact that older students, in the Summit House benefitted from the remote and hybrid learning model we established in response to the COVID-19 pandemic. Over 20 Summit House students reported working and this remote hybrid model helped them obtain course credits while also working.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students Who Have Been at AIM I for More Than One Year Earning at least Eight Credits in 2020-21

| School Year | Number of students who have been at AIM I more than one year | Percent earning at least eight credits |
|-------------|--|--|
| 2017-18 | 155 | 34% |
| 2018-19 | 92 | 50% |
| 2019-20 | 109 | 48% |
| 2020-21 | 140 | 23% |

ADDITIONAL EVIDENCE

Additionally, 10 students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

While the school's credit attainment goal was not met during this charter period, the percentage of AIM I students enrolled for more than one year who earned at least eight credits increased by 16 percentage points from Year 1 to Year 2, saw a very slight dip of two percentage points in Year 3, and a more significant dip of 25 percentage points in Year 4. While this is concerning, we also know that most of our students and families have experienced great hardships during the COVID-19 pandemic.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM I, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Ninety percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 10 percentage points.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model. At AIM I each first year student is assigned to either a student advisor, counselor, or social worker. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At AIM I we ensure we create a warm, welcoming, and highly motivating learning environment for first year students. Additional supports and programming for first year students are below.

- AIM I also implemented trauma-informed approaches and social emotional learning (SEL).
- AIM I first year students also engaged in weekly advisory classes that focused on our school's four social-emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I offered SEL Groups to support first year students' emotional well-being and provide skills for our four social-emotional competencies that included CARES Wellness Circle, LGBTQ & Allies Group, Healthy Relationship Group, and Women's Empowerment Group.
- AIM I social workers and interns provided at-risk individual virtual counseling services once a week for students who qualified or requested counseling services.
- Community referrals for services were also provided if first year students exceeded the social emotional capacity for AIM I counseling services.
- AIM I offered student events and workshops to promote student culture and community building award ceremonies, supporting families with basic needs during the pandemic, providing opportunities for games/competitions, and female and male empowerment workshops.

At AIM I, we also focus on postsecondary supports and pathways. These pathways include college, arts, athletics, vocational, and 21st century workforce. These pathways help support students to be prepared after they graduate aligned to a postsecondary portfolio. First year students had postsecondary milestones as goals to focus students on for their postsecondary future. Our college and career advisor also provided college and career exploratory workshops and one to one support in resume building and job applications. This continued throughout the remote school year.

Retention Rate for Students in Their First Year at AIM I

| School Year | Retention Rate for First Year Students at AIM I |
|-------------|---|
| 2017-18 | 97% |
| 2018-19 | 87% |
| 2019-20 | 95% |
| 2020-21 | 90% |

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I's first year students was 92%, 12 percentage points above the goal. First year student retention trends include a 10 percentage point dip in Year 2, followed by an eight percentage point increase in Year 3. As expected, due to fully remote learning in school year 2020-21, first year student retention decreased by five percentage points. Nevertheless, at 90%, this rate surpasses the goal of 80%. We attribute the success of meeting this leading indicator to the school's primary person model, trauma focused interventions, and comprehensive approach to student and family orientation activities. In addition, our school also has implemented a strong school culture with student events and school partnerships with the CARES program and Urban Assembly that included participation from our first year students.

Additionally, AIM I is intentional around engagement with families and our intake process for first year students that includes the following:

- **Enrollment Intake-** A welcome conversation with students/families/caring adults to acclimate new family members to the school community.
- **Youth Development Intake Survey-** A survey that is administered to assess student barriers. The first year student meets with a social work intern or student advisor who administers the survey. This is completed as part of the enrollment process for every student that attends AIM I.
- **Intake Referral-** Based on the first year student's responses from the intake survey, the student may be referred to community (counseling, housing, etc) or in school supports (such as counseling, SEL groups, and wellness packages).
- **Progress Update-** Trimester Barriers & Strengths assessment is administered to first year students to track any changes in student and family circumstances and appropriate interventions are put in place.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 70 percent of all AIM I students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Ninety-two percent of students who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 22 percentage points.

As described in the measure above, AIM I achieved this measure by focusing on returning students' engagement/school culture, trauma sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, with an emphasis on relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students. Based on returning students' track record, AIM I continues to develop specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system and virtual store, and student events. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

Retention Rate for All Students

| School Year | Retention Rate |
|-------------|----------------|
| 2017-18 | 93% |
| 2018-19 | 81% |
| 2019-20 | 87% |
| 2020-21 | 92% |

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I students was 88%, 18 percentage points above the goal. AIM I student retention trends include a 12 percentage point dip in Year 2, followed by a seven percentage point increase in Year 3. AIM I increased (by 5 percentage points) its overall student retention rate despite continued school facility closure during school year 2020-21. Again, we attribute the success of meeting this leading indicator to the school’s more targeted and comprehensive approach to student and family orientation activities, and personalized student intake process. The school continues to provide students with engaging opportunities, social emotional learning support, and postsecondary support. This comprehensive approach helps support students to focus on bridging gaps in their learning, connecting their educational journey, and preparing students for their postsecondary goals. AIM I will continue to work towards exceeding this metric through all of the aforementioned approaches.

Goal 1: Absolute Measure

Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

RESULTS AND EVALUATION

Sixty-seven percent of students in the 2017 cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or were exempted from at least two of the five exams required for graduation, therefore meeting this measure. This is a two percentage point increase from last year.

Through the House Model, the school has improved their ability to support students and help them focus on academic progress. Through intentional scheduling and cultural structures, students were focused around clear objectives towards meeting their academic goals. Intentional planning allowed classes to be focused, integrated, and differentiated by houses, to support students' individual progress towards graduation.

AIM I has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM I has prepared and provided students with Regents readiness coursework to meet the gaps that ensue for transfer students that have transferred from other schools. By engaging in mock Regents exam cycles (Pre-COVID), AIM I provided students with multiple opportunities for practice, including offering the Career Developmental & Occupational Studies (CDOS) course and exam to prepare students for work readiness. Additionally, tailored Regents preparatory programs were provided for students near graduation, as well as each core content area course is embedded with Regents preparation, as aligned to the curriculum. During the year of remote school, AIM I focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions, through the Mastery Learning Model. This was accomplished through targeted outreach from accountability coaches and teachers, as well as dedicated time at the end of each trimester supporting students with mastering performance targets.

The implementation of the Mastery Teaching and Learning Model directly impacted students' preparedness for Regents exams. Students must demonstrate they have mastered the content in academic classes by scoring 80% or higher on three out of five Mastery Assessments. These mastery assessments determine a student's level of mastery and are used as formative assessments to determine whether a student understands core content for a particular course. This formative assessment data was also used by teachers to modify lesson plans and to strategically group students in order to support them with demonstrating mastery. If the student is not able to demonstrate mastery, the student is taken through a process of refining understanding, and then reassessed and repeats this cycle until the student has reached mastery. This model has proven successful in ensuring that students feel more confident in their understanding of key concepts. This success has translated into this percentage increase shown in this indicator.

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

| School Year | Cohort Designation | Number in Cohort | Percent Passing at Least Two Exams (including exemptions) |
|-------------|--------------------|------------------|---|
| 2017-18 | 2014 | 89 | 36% |
| 2018-19 | 2015 | 79 | 29% |
| 2019-20 | 2016 | 74 | 65% |
| 2020-21 | 2017 | 60 | 67% |

ADDITIONAL EVIDENCE

During the 2020-2021 school year, AIM I continued its school wide Data Huddle practices to support a school-wide focus on student achievement which contributed to this measure being met. The AIM I Data Huddle plan can be found [here](#) and the Data Huddle Scope and Sequence can be found [here](#).

While AIM I did not achieve this measure in Years 1-2 of the first charter term, the percentage of fourth year cohort students who passed at least two exams for graduation more than doubled to 65% in Year 3. Year 4 saw an increase of two percentage points, despite the challenges AIM I faced due to the global pandemic. Therefore, the measure was met in Years 3 and 4 of the charter term.

Goal 1: Absolute Measure

Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate.

METHOD

This measure examines students who entered the 9th grade as members of the 2015 cohort and graduated six years later. These data reflect early August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort graduated after six years, therefore not meeting this measure. Although the school did not meet this measure, AIM I continues to make progress towards achieving this goal each year, as evidenced by the seven percentage point increase in graduation rate for cohort 2015.

Students that attend AIM I typically struggle with re-engagement to high school and some have barriers to achieving academic success such as parenting, court involvement, and foster care involvement. This year, AIM I continued to implement a thorough intake process and also expanded the youth development team to include a college and career advisor and five social work interns, and continued a Social Emotional Learning Program Partnership with Urban Assembly. AIM I continues to focus on conducting a social emotional assessment (to assess students' overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and accountability plans for success. In addition to social emotional support, the school provided individualized and targeted support towards graduation, which included re-engagement, graduation, and transition plans. AIM I's college and career advisor also implemented postsecondary exploration workshops and a College & Career Portfolio.

As mentioned in previous measures, AIM I utilized an accountability coach system, where coaches met with their students on their caseload to review their attendance and credit accumulation data. In addition, AIM I continues to utilize strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through data provided by the New Visions Data Portal.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school staff collaboration. School staff can now look at the same data and make

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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collective decisions, thereby increasing the transparency of both information and the action taken in response. The numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted resulted in the following:

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

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

| School Year | Cohort Designation | Number in Cohort | Percent Graduating |
|-------------|--------------------|------------------|--------------------|
| 2017-18 | 2012 | 98 | 13% |
| 2018-19 | 2013 | 72 | 35% |
| 2019-20 | 2014 | 99 | 38% |
| 2020-21 | 2015 | 84 | 45% |

ADDITIONAL EVIDENCE

AIM I's attrition rate for its sixth-year accountability cohort averages 54%, and undoubtedly contributes to the school's inability to achieve this measure. However, the percentage of students no longer at the school who were enrolled for at least one day prior to leaving the school (and who were not discharged for an acceptable reason) decreased by 46% during the charter period. This represents a significant improvement in sixth-year accountability cohort retention, and provides an opportunity for improvement in this measure. AIM I attributes this increase in student retention to more targeted, personalized student supports added to the school's program during the charter term. Lastly, we believe that our return to in-person schooling will contribute to a decrease in attrition and increase the percent of students in the total graduation cohort who will graduate after six years.

Given that students enter AIM I at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. Last school year, AIM I doubled the number of graduates from 24 students graduating in SY18-19 to 51 students graduating in SY19-20, exceeding the graduation expectation for the year. AIM I began the year with 32 potential graduates, and ended the year with 51 graduates, an 117% increase from SY18-19. While there is a decrease in the total number of graduates for SY20-21 from 51 to 40, we still increased the total number of graduates during a year of remote learning compared to SY18-19. AIM I was able to accomplish this through our student engagement during virtual learning and our school interventions that include the primary person model, accountability coaching, Social Emotional Learning Program, and postsecondary engagement. AIM I was intentional in reviewing student data and developing interventions and tracking systems to support students to maximize students to complete

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their postsecondary education and graduation. AIM I will continue this focus in SY21-22 and will continue to increase the number of graduates.

| School Year | Annual Graduates (September 1-August 31) |
|-------------|---|
| 2017-18 | 20 |
| 2018-19 | 24 |
| 2019-20 | 51 |
| 2020-21 | 40 |

Goal 1: Absolute Measure

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

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2015 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1st of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

RESULTS AND EVALUATION

AIM I's 2015 cohort had a persistence rate of 46%. Although AIM I's 2015 cohort did not meet this measure, their persistence rate is seven percentage points higher than the previous cohort.

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

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

allows for individual student plans to be developed intentionally, implemented with fidelity and timeliness, and continually adjusted in light of evidence.

Total Graduation Cohort Persistence Rate

| School Year | Cohort Designation | Persistence Rate |
|-------------|--------------------|------------------|
| 2017-18 | 2012 | 18% |
| 2018-19 | 2013 | 35% |
| 2019-20 | 2014 | 39% |
| 2020-21 | 2015 | 46% |

ADDITIONAL EVIDENCE

AIM I continues to show improvement in this area, through intentional postsecondary planning, alumni supports, and alumni data tracking. Additionally, students are afforded the opportunity to select an Engagement Pathway, during their time at AIM I, to prepare them to persist in their postsecondary career.

While the school was unable to achieve this measure for Goal 1 during this charter period, note the increase in percentage of students who persisted in high school. The school experienced a 17 percentage point increase in its persistence rate between Years 1 and 2 and Years 3 and 4 saw a four and seven percentage point increase respectively.

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the graduation rate of students completing their sixth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in comparable transfer high schools.² Given that students may take Regents exams through the summer of their sixth year, results for comparable transfer high schools of the current year are generally not available at this time.

RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort graduated after six years compared to 51% of students in the 2014 cohort from comparable transfer high schools. AIM I fell short of meeting this measure by six percentage points. School data for comparable transfer high school's 2015 cohort was not available for comparison at the time of this report.

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

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

| School Year | Cohort Designation | Charter School | | Comparable Transfer High Schools | |
|-------------|--------------------|------------------|--------------------|----------------------------------|--------------------|
| | | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2017-18 | 2012 | 98 | 13% | 619 | 50% |
| 2018-19 | 2013 | 72 | 35% | 1199 | 50% |
| 2019-20 | 2014 | 99 | 38% | 1242 | 51% |
| 2020-21 | 2015 | 84 | 45% | TBD | TBD |

ADDITIONAL EVIDENCE

While AIM I has not met this measure, as mentioned above, the school has experienced an increase in percent of students in the total graduation cohort who graduate in six years. To the contrary, while comparable transfer schools have posted higher percentages of students graduating in six years, these schools have not experienced a gain over time. The data point remains somewhat stagnant with just a one percentage point increase based on available data. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM I met three of the eight measures in the high school graduation goal.

| Type | Measure | Outcome |
|-------------------|---|--------------|
| Leading Indicator | Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30 th of the reporting year will earn at least ten credits. | Not Achieved |
| Leading Indicator | Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits | Not Achieved |
| Leading Indicator | Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30 th of the reporting year | Achieved |
| Leading Indicator | Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30 th of the reporting year | Achieved |
| Leading Indicator | Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS. | Achieved |
| Absolute | Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate. | Not Achieved |
| Absolute | Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate | Not Achieved |

| | | |
|-------------|---|--------------|
| Comparative | Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools. | Not Achieved |
|-------------|---|--------------|

ACTION PLAN

As mentioned earlier in this section, AIM I has experienced an increase in the percentage of students who have met Goal 1 leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. While AIM I did not meet Goal 1’s absolute measures, we attribute the gradual increase in percent of students who did so to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In all courses, teachers identify four-to-five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each [two-week teaching cycle](#), and must master content before moving from one unit to the next. AIM I will be aligning its two-week teaching cycle to a new block schedule beginning in school year 2021-22.
2. Data Huddles. A cyclical gathering of teachers and staff to implement deep data reviews. AIM I will continue to implement this school-wide data analysis process. The introduction of mastery grading (where teachers grade student work utilizing school-wide and department-specific rubrics) during school year 2020-21 helped clarify performance expectations for both students and teachers. Next year, AIM I will provide more time and opportunity for teachers to review, analyze, and use data to provide a tighter match between content and instruction to students’ learning needs.
3. House Model. AIM I’s House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In school year 2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it for lesson planning and student check-ins. In addition, each house increased its focus on postsecondary planning, and the development of a college and career portfolio. We believe that this led to greater student understanding and attention to graduation requirements, and an increase in first year students achieving at least ten credits during their first year.
4. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff. We will continue this strategy.
5. Enhanced Intake Process. AIM I’s intake process involves an initial enrollment meeting, the administration of a youth development intake survey, trimester student orientations (for new and returning students), and progress updates that involve goal-tracking and tweaking of assigned interventions and support services.
6. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM I will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM I in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM I will

institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.

7. SEL Advisory & Curriculum. AIM I will utilize the curriculum provided by UARSP to provide direct instruction to students around the areas of self-awareness, self-management, social awareness, and social management. The goals of this program are to enhance a child's social and emotional skills, which are essential to academic achievement. Social skills include things like making and keeping friends, showing respect for others, and resolving agreements. Emotional skills include things like being able to recognize their own and other's emotions, and showing healthy self-control. AIM I will utilize this language in and out of the classroom as a way of redirecting students, as teachers and staff will have a common language to address persistent student issues.
8. SEL Assessment. AIM I will administer a SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:
 - To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
 - Root SEL assessments in observed strength-based behaviors;
 - Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
 - Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
 - Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.
9. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses, as well as using common literacy routines across the core content classes. This will be supported through a partnership with ANET. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.
10. Deepening Formative Assessment Systems. AIM I has contracted with ANET to provide a suite of formative assessment tools and coaching support around use of data to drive instructional decision-making. Interim assessments, introduced over a period of time to ensure that we are building staff capacity to plan in alignment with and utilize the results of the assessments, will provide timely and actionable data to help target instructional and SEL interventions as needed, and provide opportunities to accelerate student progress when appropriate.

We believe that continued focus and implementation of the strategies outlined above, AIM I will continue to increase the percent of students who meet all measures under the high school graduation goal of our accountability plan.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I will track and report the percentage of students who graduate in the reporting year who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for students who graduated in school year 2020-21 was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment. This metric will be updated once the data becomes available.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

| School Year | Number of Graduates | Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment |
|-------------|---------------------|---|
| 2017-18 | 20 | 17% |
| 2018-19 | 24 | 30% |
| 2019-20 | 51 | 14% |
| 2020-21 | 40 | TBD |

ADDITIONAL EVIDENCE

Despite the pandemic, this past year AIM I worked to ensure our seniors maintained a focus on making postsecondary plans and decisions. Each senior has a counselor/advisor with whom they have regular check-ins to support their emotional well being and to explore their postsecondary options. Once we transitioned to remote learning our school counselor and college and career advisor held senior advisory class via Zoom four days a week to support postsecondary planning. Seniors have been working on

completing their postsecondary portfolios which include: resume building, S.M.A.R.T. Goals, creating a LinkedIn profile, receiving letters of recommendations, and career assessments. Once a week our college and career advisor and our school counselor host a Zoom meeting for our graduates to support with their postsecondary planning and college and career portfolios. Our college and career advisor also hosts a college tour and/or career presentation for all students to attend once a week. In person tours were on hold during this school year but will resume as colleges allow visitors back on campus.

Postsecondary preparedness is an area of growth for AIM I. While there was a 13 percentage point increase in students who enrolled in postsecondary institutions, entered military service, or secured employment within one year of graduation, between Years 1 and 2 of the charter term, the rate declined in SY2019-20. In 2020, the global economy plunged due to the COVID-19 pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers instituted hiring freezes. We attribute some of the decline in students who pursued postsecondary options for this goal in Year 3 to the global pandemic.

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.

METHOD

AIM I administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials: Career-Ready Assessment by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Forty-eight percent of students in AIM I's 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. These opportunities occurred during Advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. Low student engagement during remote learning contributed to the decrease in the number of students meeting this measure. It was also reported that the Career Essentials assessment was difficult to take remotely. However, during this past year, AIM I continued to refine the postsecondary milestones students worked to achieve and the methods for monitoring completion of their postsecondary portfolios which included tracking the work-based learning hours students complete. Due to this continued focus on building the CDOS program, AIM I is well positioned to have more students achieve this measure in the upcoming school year since we aligned courses and WBL experiences to the CDOS standards.

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Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

| Cohort Designation | Sixth Year | Number in Cohort | Percent Demonstrating Proficiency of CDOS Learning Standards |
|--------------------|------------|------------------|--|
| 2012 | 2017-18 | 17 | 12% |
| 2013 | 2018-19 | 29 | 34% |
| 2014 | 2019-20 | 43 | 53% |
| 2015 | 2020-21 | 50 | 48% |

ADDITIONAL EVIDENCE

While the school has not yet achieved this measure, in Years 1-3 of the charter period, the percentage of AIM I's sixth year accountability cohort who scored proficient on the SkillsUSA Career Essentials: Career-Ready Assessment increased dramatically. Years 1-2 and 2-3 experienced a 22 percentage point and 19 percentage point jump respectively. However, the school saw a decline in percent of students achieving this measure in school year 2020-21 for the reasons stated above. Currently, 23% of cohort 2016 have met this measure and 19% of cohort 2017.

Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile.

METHOD

For each student, the school maintains a career readiness portfolio that includes a career plan, skills employability profile, resume, and other artifacts reflecting career readiness milestones.

RESULTS AND EVALUATION

Seventy-nine percent of students who were planned to graduate completed a career readiness portfolio, therefore not meeting this measure.

Low student engagement during the pandemic contributed to lack of progress meeting this measure. Although we fell short of meeting this goal, AIM I expanded the number of milestones students must complete to develop a postsecondary portfolio. During the upcoming school year, students will work in their engagement pathways to continue working towards completing their postsecondary portfolios.

Percent of Students Completing a Career Readiness Portfolio

| School Year | Number of Students Planned to Graduate | Percent of Students Completing a Career Readiness Portfolio |
|-------------|--|---|
| 2017-18 | N/A | N/A |
| 2018-19 | 29 | 100% |
| 2019-20 | 32 | 94% |
| 2020-21 | 48 | 79% |

ADDITIONAL EVIDENCE

While the number of students planned to graduate AIM I in Years 2-4 steadily increased, the percent of those same young people who completed a career readiness portfolio from Years 2-3 decreased slightly by 6 percentage points, and more significantly from Years 3-4 by 15 percentage points due to the pandemic. AIM I will continue to work towards increasing the percent of students completing their Career Readiness Portfolio through advisories aligned to Engagement Pathways and the use of the Xello curriculum as outlined above.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, AIM I did not achieve any of the four measures in the postsecondary outcome goal. One measure was not applicable for school year 2020-21 and data was not available for one measure at the time of this report.

| Type | Measure | Outcome |
|-------------|--|--------------|
| Absolute | Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation | TBD |
| Absolute | Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards. | Not Achieved |
| Absolute | Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile | Not Achieved |
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | N/A |

ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I hired a college and career advisor in fall of 2019 to ensure AIM I students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **College Success** – The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts Career Pathway** - Is the pathway designed for students interested in a career in the areas of performing arts or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce** – The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation – opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.
- **Vocational & Certification** – The Vocational and Certification pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.
- **Alternative Pathway** – The alternative pathway is focused on High School Equivalency (HSE) and Military. This pathway is for students interested in pursuing a HSE or a career in the Military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

Career Development and Occupational Studies Credential (CDOS)

AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) workshops/classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success

Special Considerations: Students with IEPs

AIM I's associate director of education and a special education teacher will be joining the postsecondary team. Because AIM I has students with IEP needs and transitional services, the SPED postsecondary team

members will focus on supporting students with IEPs and post secondary planning. This includes but is not limited to partnerships with programs for individuals with disabilities and job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administers the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently a score at or above Performance Level 3 (Partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core) or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth year in the cohort.

NOTE: Due to cancellations of multiple administrations of the Regents exams during the last two school years, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

RESULTS AND EVALUATION

Fifty-four percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure. In addition, it should be noted that a total of 16 students, four with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 82% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM I continued with their mastery based instructional program and ELA teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed ELA teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The ELA department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

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Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort³

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 12 | 71% |
| 2013 | 2018-19 | 29 | 0 | 22 | 76% |
| 2014 | 2019-20 | 43 | 1 | 36 | 86% |
| 2015 | 2020-21 | 50 | 4 | 25 | 54% |

ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the ELA department, focused specifically on students within this cohort, to support them towards mastery in the ELA course, and on the ELA Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the ELA teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next ELA unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 27 students earned Regents waivers. Therefore, 77% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 56% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

³ Based on the highest score for each student on the English Regents exam

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ⁴ |
| 2015 | 50 | 36% | 50 | 52% | 50 | 54% |
| 2016 | 38 | 13% | 60 | 33% | 62 | 36% |
| 2017 | 28 | 7% | 40 | 24% | 54 | 24% |
| 2018 | 22 | 0% | 33 | 12% | 45 | 12% |
| 2019 | | | 26 | 0% | 33 | 0% |
| 2020 | | | | | 24 | 0% |

| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2015 | 50 | 16 | 25 | 82% |
| 2016 | 62 | 27 | 21 | 77% |
| 2017 | 54 | 19 | 11 | 56% |
| 2018 | 45 | 6 | 5 | 24% |
| 2019 | 33 | 1 | 0 | 3% |
| 2020 | 24 | 0 | 0 | 0% |

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.⁵

⁴ Percent passing among students with valid score

⁵ The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment. Although AIM I did not meet this measure, there was a 17 percentage point increase since school year 2018-19, when data was last reported.

Percent of Students with Fall to Spring Growth Based on Lexile

| School Year | Number of Students Enrolled During Fall and Spring Testing Window | Number of Students Tested in Fall and Spring | Percent of Students with Lexile Growth |
|-------------|---|--|--|
| 2017-18 | 158 | 54 | 52% |
| 2018-19 | 152 | 89 | 40% |
| 2019-20 | N/A | N/A | N/A |
| 2020-21 | 172 | 35 | 57% |

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the Performance Series remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with Lexile gains increased. The continued use of Performance Series year after year demonstrates 60% of AIM I’s student population reads below grade level and primarily need support with fluency. This information has helped us to identify literacy strategies to use in the core to support all students, as well as through the Read 180 program. This past year we developed a team of teachers to focus on literacy across the disciplines and they participated in the New Visions Reading Development Network which helped them to better understand literacy data, as well as identify strategies to support reading development. We will continue to work on literacy alignment in the core through a partnership with ANET in the new school year.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.⁶

⁶ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set high gain expectations for students who start off with a lower entering Lexile.

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Fifty percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore meeting this measure.

| Percent of Students Programmed for Reading Intervention Who Met or Exceeded their Expected Lexile Growth | | | |
|--|--|--|--|
| Year | Number of Students Programmed for Reading Intervention | Number of Students Programmed for Reading Intervention and Tested in Fall and Spring | Percent of Students who Met or Exceeded their Expected Lexile Growth |
| 2017-18 | 40 | 16 | 25% |
| 2018-19 | 29 | 23 | 22% |
| 2019-20 | 30 | N/A | N/A |
| 2020-21 | 27 | 6 | 50% |

ADDITIONAL EVIDENCE

AIM 1 began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students’ credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students’ Lexile growth.

While we collected fall and spring scores from a smaller number of students, fifty percent of those students met their reading growth goals. During remote instruction, we were able to provide more targeted support for these students and conference with them more frequently to help them meet their reading goals.

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2015’s ELA pass rate of 54% is lower than cohort 2014’s ELA pass rate of 86%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents, cohort 2015 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

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

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 12 | 71% |
| 2013 | 2018-19 | 29 | 0 | 22 | 76% |
| 2014 | 2019-20 | 43 | 1 | 36 | 86% |
| 2015 | 2020-21 | 50 | 4 | 25 | 54% |

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school English language arts goal. Two measures were not applicable for school year 2020-21.

| Type | Measure | Outcome |
|----------|---|----------|
| Absolute | Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort. | Achieved |

⁷ Based on the highest score for each student on the English Regents exam

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| | | |
|-------------|---|--------------|
| Absolute | Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system | N/A |
| Comparative | Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations. | N/A |
| Growth | Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment | Not Achieved |
| Growth | Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research. | Achieved |
| Growth | Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth. | Not Achieved |

ACTION PLAN

In the 2021-22 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In school year 2021-22, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

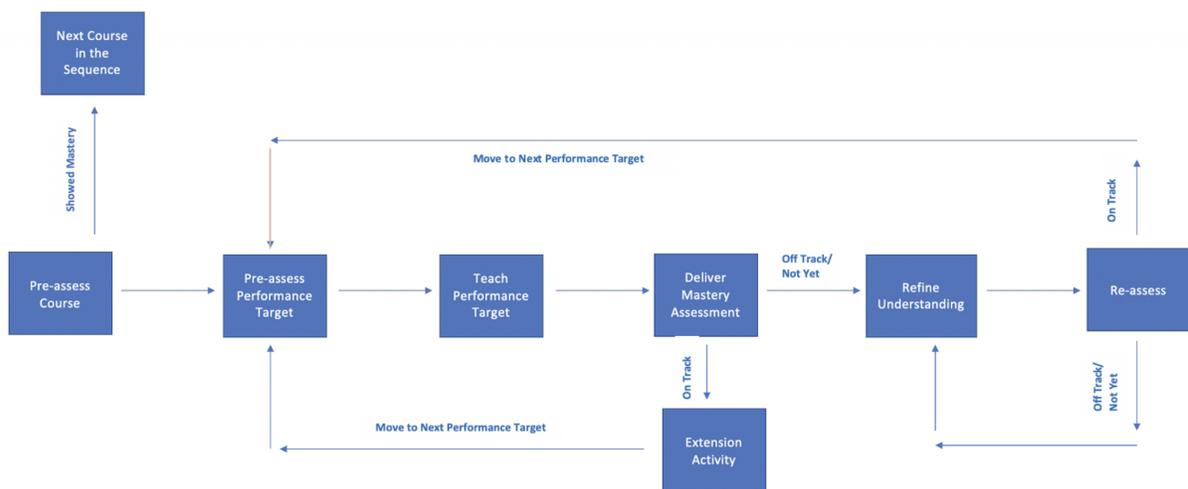
The instructional model will align to the two-week mastery model described above.

Key Components of class instruction:

- Teachers Teach in an ICT Model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
 - Problem Focus
 - Inquiry Focus
 - Teacher Directed
 - Student Driven
 - Layered Curriculum

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- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently



Teachers will meet in departments under the guidance of a weekly rotating schedule. This schedule will promote teacher collaboration and best practices in co-planning, looking at student work and reviewing data. Also included in this rotating schedule is time for grading, outreach, and PD, which includes coaching, varying formal PD sessions and open teacher discussions regarding teaching during a pandemic. These practices allow teachers to continue in the same routines that were present prior to working remotely.

Teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Performance Series reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Performance Series data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2021-22, we will focus the Read 180 course on students that have severe learning deficits, as well as look at overall attendance, credit needs, and data on their ability to decode, to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

RESULTS AND EVALUATION

Thirty-nine percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. In addition, it should be noted that a total of 23 students, one with no valid score and 22 who had previously sat for the exam, earned Regents waivers. Therefore, 84% of students in cohort 2015 met the math Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for math Regents exam.

AIM I continued with their mastery based instructional program and math teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed math teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for

specific groups to support with mastering performance targets. The math department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁸

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 13 | 77% |
| 2013 | 2018-19 | 29 | 0 | 23 | 79% |
| 2014 | 2019-20 | 43 | 0 | 28 | 65% |
| 2015 | 2020-21 | 50 | 1 | 19 | 39% |

ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the math department focused specifically on students within this cohort, to support them towards mastery in the math course, and on the math Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the math teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next math unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 38% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 32 students earned Regents waivers. Therefore, 89% of students in cohort 2016 have met the math Regents requirement for

⁸ Based on the highest score for each student on a mathematics Regents exam

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graduation prior to the start of their sixth year. In addition, 72% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ⁹ |
| 2015 | 50 | 42% | 50 | 41% | 50 | 39% |
| 2016 | 38 | 39% | 60 | 40% | 62 | 38% |
| 2017 | 28 | 14% | 40 | 24% | 54 | 26% |
| 2018 | 22 | 5% | 33 | 19% | 45 | 18% |
| 2019 | | | 26 | 13% | 33 | 8% |
| 2020 | | | | | 24 | 0% |

| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2015 | 50 | 23 | 19 | 84% |
| 2016 | 62 | 32 | 23 | 89% |
| 2017 | 54 | 27 | 12 | 72% |
| 2018 | 45 | 22 | 7 | 64% |
| 2019 | 33 | 15 | 2 | 52% |
| 2020 | 24 | 3 | 0 | 13% |

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.

⁹ Percent passing among students with valid score

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. Although AIM I fell short of meeting this measure by three percentage points, there was a six percentage point increase from school year 2018-19, the last time the school was able to report this data.

Percent of Students with Increased Scaled Score from Fall to Spring

| School Year | Number of Students Enrolled During Fall and Spring Testing Window | Number of Students Tested in Fall and Spring | Percent of Students with Increased Scaled Scores |
|-------------|---|--|--|
| 2017-18 | N/A | N/A | N/A |
| 2018-19 | 152 | 76 | 51% |
| 2019-20 | N/A | N/A | N/A |
| 2020-21 | 172 | 37 | 57% |

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the STAR Math assessment remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with scaled score growth increased. The continued use of STAR Math year after year demonstrates 60% of AIM I’s student population needs support with basic numeracy skills. This information has helped us to identify numeracy strategies to use in the core to support all students. We will continue to work on numeracy alignment in the core through a partnership with ANET in the new school year. We will also use Freckle Math to continue to provide personalized learning opportunities for students, aligned to math standards.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

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RESULTS AND EVALUATION

Fifty-two percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure.

As part of AIM I's remote learning schedule, all students were scheduled for math intervention last school year. Teachers gave targeted support to students based on their progress with the core curriculum.

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

| School Year | Number of Students Programed for Mathematics Intervention | Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring | Percent of Students who Met or Exceeded their Growth Goal |
|-------------|---|---|---|
| 2017-18 | N/A | N/A | N/A |
| 2018-19 | 111 | 70 | 30% |
| 2019-20 | N/A | N/A | N/A |
| 2020-21 | 172 | 37 | 52% |

ADDITIONAL EVIDENCE

AIM I implemented numeracy support for all students in developing foundational algebraic skills that were needed to build students mathematical understanding. In this course math educators mapped performance targets based on the key core content that students needed to master to become successful in the Regents culminating course.

The math department engaged in a comprehensive data analysis process that involved the following steps:

- **Item Analysis Map**

| Performance Target <i>(type or link)</i> | Question from the Regents/Mastery Assessment <i>(type or link)</i> | What skills, topics, strategies did students need to know to answer the questions correctly? | Distractors <i>(Possible answers that can distract)</i> | Students with the Correct Answers <i>(type or link)</i> | Students Needing Re-Teaching <i>(type or link)</i> |
|---|---|--|--|--|---|
| <input type="radio"/> | | | | | |

- **Teacher Reflection Map**

| Questions that were not Mastered at 80%+ <i>(type or link)</i> | What misunderstandings are revealed in the data? | Why do you think students failed to reach mastery? | What will you do to help students achieve mastery? |
|---|--|--|--|
| <input type="radio"/> | | | |

- **Student Analysis Map**

| Student Name <i>(add/delete as necessary)</i> | Exam | Total # of Questions Correct | Major Areas of Weakness/Distractors | Reteach/Extend Learning | Small Group(SG)/Tutoring (T) | By When? (Date) |
|--|--|------------------------------|-------------------------------------|---|---|-----------------|
| <input type="radio"/> | <input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam | | | <input type="checkbox"/> Reteach <input type="checkbox"/> Extend | <input type="checkbox"/> SG <input type="checkbox"/> T | |

- **Instructional Review Map**

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Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

| WEEK 1 – Week of February 24th | WEEK 2 – Week of March 2nd | WEEK 3 – Week of March 9 th (Final Exams) |
|--|--|--|
| Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data) | Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data) | Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data) |
| | New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment) | New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment) |
| | | |

○

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2015’s math passage rate of 39% is lower than cohort 2014’s math passage rate of 65%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2015 had fewer opportunities to sit and pass a math Regents than previous cohorts.

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Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort¹⁰

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 13 | 77% |
| 2013 | 2018-19 | 29 | 0 | 23 | 79% |
| 2014 | 2019-20 | 43 | 0 | 28 | 65% |
| 2015 | 2020-21 | 50 | 1 | 19 | 39% |

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school mathematics goal. Two measures were not applicable for school year 2020-21.

| Type | Measure | Outcome |
|-------------|--|--------------|
| Absolute | Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort. | Achieved |
| Absolute | Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations. | N/A |
| Growth | Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math. | Not Achieved |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. | N/A |

¹⁰ Based on the highest score for each student on a mathematics Regents exam

| | | |
|--------|--|--------------|
| Growth | Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring. | Achieved |
| Growth | Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth. | Not Achieved |

ACTION PLAN

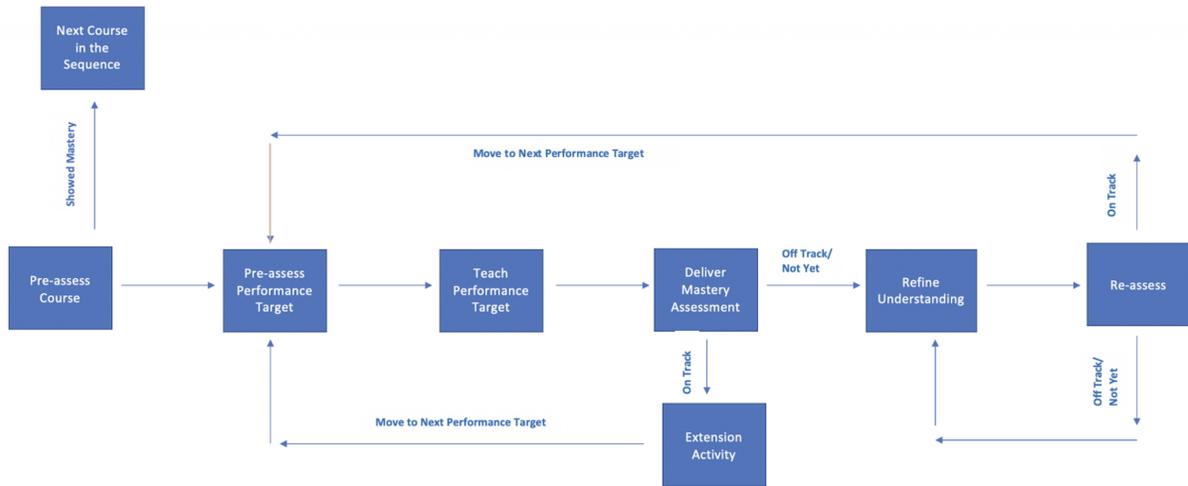
During the 2021-22 school year, AIM I will continue to focus on its mathematics education program to ensure students achieve or and exceed all measures in the mathematics goal. Our instructional priority will continue to center on the use of assessment data to drive instruction.

School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In the upcoming school year, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

The instructional model will align to the two-week mastery model described above.

Key Components of class instruction:

- Math Teachers Teach in an ICT model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Math teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Math teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
 - Problem Focus
 - Inquiry Focus
 - Teacher Directed
 - Student Driven
 - Layered Curriculum
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for Refining Understanding
- Math teachers conference with students frequently



Math teachers will meet as a department under the guidance of a weekly rotating schedule. This schedule will promote math teacher collaboration and best practices in co-planning, looking at student work and reviewing data.

Math teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the STAR Math diagnostic assessment during the first trimester to provide teachers, administrators, and students with a math grade proficiency level. AIM I will utilize accountability coaches, previously discussed, to meet on zoom with their accountability caseload of students to complete the STAR Math assessments. This will be conducted the first week of instruction with the entire school focused in the afternoon towards ensuring that all students have been assessed. The math grade proficiency levels obtained from STAR Math will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine the student’s primary math support needs

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching remotely. In-house coaching provided by Instructional Leadership Team members will focus this coming year around developing teacher virtual pedagogy and learning around virtual engagement.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: SCIENCE

Students will meet state standards for mastery of skills and content knowledge in science.

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York Regents science exam or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents science exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents science exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 27 students, six with no valid score and 21 who had previously sat for the exam, earned Regents waivers. Therefore 94% of students in cohort 2015 met the science Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM I continued with their mastery based instructional program and science teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed science teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The

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science department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

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

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 9 | 53% |
| 2013 | 2018-19 | 29 | 0 | 22 | 76% |
| 2014 | 2019-20 | 43 | 1 | 29 | 69% |
| 2015 | 2020-21 | 50 | 6 | 20 | 45% |

ADDITIONAL EVIDENCE

As indicated in the table below, 33% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 40 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 76% of students in cohort 2017 have passed or earned Regents waivers for the science Regents requirement for graduation.

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ¹² |
| 2015 | 50 | 36% | 50 | 47% | 50 | 45% |
| 2016 | 38 | 18% | 60 | 31% | 62 | 33% |
| 2017 | 28 | 18% | 40 | 21% | 54 | 20% |
| 2018 | 22 | 5% | 33 | 10% | 45 | 8% |
| 2019 | | | 26 | 0% | 33 | 0% |
| 2020 | | | | | 24 | 0% |

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

¹² Percent passing among students with valid score

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| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2015 | 50 | 27 | 20 | 94% |
| 2016 | 62 | 40 | 18 | 94% |
| 2017 | 54 | 32 | 9 | 76% |
| 2018 | 45 | 30 | 2 | 71% |
| 2019 | 33 | 18 | 0 | 55% |
| 2020 | 24 | 7 | 0 | 29% |

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents social studies exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

RESULTS AND EVALUATION

Thirty-one percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 21 students, five with no valid score and 16 who had previously sat for the exam, earned Regents waivers. Therefore 70% of students in cohort 2015 met the social studies Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a social studies Regents exam.

AIM I continued with their mastery based instructional program and social studies teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed social studies teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The social studies department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

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Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort¹³

| Cohort | Sixth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Passing with at Least a 65/55 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------|------------|----------------------|---|--|---|
| 2012 | 2017-18 | 17 | 0 | 13 | 77% |
| 2013 | 2018-19 | 29 | 0 | 19 | 66% |
| 2014 | 2019-20 | 43 | 1 | 24 | 57% |
| 2015 | 2020-21 | 50 | 5 | 14 | 31% |

ADDITIONAL EVIDENCE

As indicated in the table below, 25% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 41 students earned Regents waivers. Therefore, 90% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 57% of students in cohort 2017 have passed or earned Regents waivers for the social studies Regents requirement for graduation.

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ¹⁴ |
| 2015 | 50 | 33% | 50 | 30% | 50 | 31% |
| 2016 | 38 | 16% | 60 | 23% | 62 | 25% |
| 2017 | 28 | 4% | 40 | 15% | 54 | 16% |
| 2018 | 22 | 0% | 33 | 0% | 45 | 2% |
| 2019 | | | 26 | 0% | 33 | 0% |
| 2020 | | | | | 24 | 0% |

¹³ Based on the highest score for each student on a social studies Regents exam

¹⁴ Percent passing among students with valid score

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| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2015 | 50 | 21 | 14 | 70% |
| 2016 | 62 | 41 | 15 | 90% |
| 2017 | 54 | 23 | 8 | 57% |
| 2018 | 45 | 9 | 1 | 22% |
| 2019 | 33 | 2 | 0 | 6% |
| 2020 | 24 | 0 | 0 | 0% |

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer schools.

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Goal 5: ESSA

The school will remain in good standing.

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

AIM I’s ESSA accountability status for 2020-21 was in Good Standing, therefore meeting this measure.

Accountability Status by Year

| Year | Status |
|---------|----------------|
| 2017-18 | Good Standing |
| 2018-19 | Good Standing* |
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |

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