



**New Visions
AIM Charter High School II**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Tameka Jackson, Principal and
Melissa Wass, Senior Program Officer, Charter
1010 Rev. James A. Polite Avenue
Bronx, NY 10459

718-861-7515

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

- Tameka Jackson, Principal
- Melissa Wass, New Visions Senior Program Officer
- Mei Guan, New Visions Lead Data Analyst

Trustee’s Name	Board Position
Elizabeth Chu	Member
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Tameka Jackson has served as Principal of New Visions AIM Charter High School II since August 2017.

SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, 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 II provides youth who face the greatest obstacles successful high school completion with the support, experience, and opportunity they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in the South Bronx, AIM II serves over-age 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, 219 students were enrolled in AIM II.

KEY DESIGN ELEMENTS

AIM II 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 II'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 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 II CURRICULUM

Designed by a team of instructional coaches, AIM II's academic curriculum is comprised of [New Visions' Curriculum](#) 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. AIM II also utilizes Read 180, a personalized, blended learning reading intervention program used to accelerate students' reading skills.

AIM II'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](#). In addition, for math and science content, AIM II uses [ExploreLearning's Gizmos](#) for virtual labs. AIM II's science department integrates Gizmos' interactive simulations into math and science instruction to increase content relevance and facilitate project-based learning. Gizmos provides a hands-on, inquiry-based approach to learning to build students' conceptual understanding of math and science.

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 using the [mastery planning guide](#) in a [two-week teaching cycle](#). Students must master content before moving from one unit to the next via the school's mastery assessments.

AIM II also offers CDOS approved courses taught by a certified CTE teacher to support attainment of postsecondary learning standards and partners with the following institutions to provide students an opportunity to learn more information about postsecondary options:

- Hope Foundation;
- Knowledge House; and
- ACCESS-VR.

AIM II's Career & Technical Education include G-Suite Certification courses and Coding. The G Suite certification measures a student's proficiency with Google applications to create professional-looking content and collaborate with others. In the Coding course students develop their understanding and implementation of computer programming, app design and development, as well as critical thinking skills.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur during student advisories, classroom instruction, student leadership activities, postsecondary workshops, 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.

AIM II INSTRUCTIONAL PRACTICES

AIM II employs a co-teaching model for instruction. Co-teachers utilize a range of scaffolds and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets. Both may apply similar or varying approaches to this goal – including individualized student support. Co-teachers divide data collection and analysis [responsibilities](#).

AIM II has instituted [transfer learning routines](#) wherein co-teachers build student metacognition and literacy skills through modeling, deconstructing, practicing, and applying specific cognitive strategies that support students as independent readers. Co-teachers model select routines for students. Routine procedures are communicated to students in a checklist format. Students engage in independent practice and receive teacher feedback. Student use of the strategy is tracked, and students are engaged in reflection around how they applied the strategy and how it is transferable to other content or contexts. These routines support all students, but were also selected to support multilingual learners in the core as part of their SY20-21 Language Education Plan.

AIM II instructional staff also use several [group learning routines](#) including turn and talk, SQ3R, RSGS, Idea Carousel, and Visible Thinking among others. These routines support students' discourse, collaboration and deepen their understanding, and enable teachers to take running records of group learning performance and adjust instruction accordingly to meet students' needs.

To solicit deeper knowledge, teachers utilize [cross-content instructional routines](#) to solicit students' thoughts in response to assigned readings. Similarly, teachers promote critical thinking by employing [micro-routines](#). These instructional routines support the following purposes: launching the school year, developing ideas with peers, reflecting on learning, making connections, focusing on evidence, and retaining vocabulary.

Lastly, AIM II instructional staff facilitate [project-based learning](#) (PBL). AIM II's approach to PBL involves sustained inquiry around a rigorous, relevant and authentic question or problem, teacher modeling of project management skills, using exemplars, numerous check-ins to assess students' progress, and providing ongoing feedback during the project period

AIM II STUDENT ASSESSMENTS

Formative and Summative Core Content Assessments

During its first charter term, AIM II administered a robust set of student assessments. ELA and math assessments included [Scantron Performance Series](#) (literacy data summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)).

End-of-Course or Graduation Assessments

AIM II administers all Regents exams required for graduation. The school also offers multiple pathways for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam.

English Language Screening

AIM II administers the [NYSESLAT](#) annually to English language learners (ELLs) to assess English language proficiency and this past year they administered in alignment with the COVID-19 [NVCHS ELL Assessment](#)

guidelines. See [here](#) for AIM II students' fall and spring performance data reviewed during professional development sessions).

Nonacademic Assessments

AIM II 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 SY2020-21 DESSA summary data.

AIM II STUDENT SUPPORTS

AIM II utilizes a [Comprehensive Counseling Model](#) to deploy several student support programs and services. These include:

- **Primary Person model:** Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, and postsecondary portfolio development through weekly check-ins, mandated counseling, behavior contracts, self care plans, safety plans, restorative circle, 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 form](#)** The intake form is used to identify students' Social emotional and non academic needs.
- **DESSA assessment:** The DESSA suite of assessments are used to empower the school community to build an actionable social emotional program. The DESSA results help inform advisory SEL lessons, SEL groups, and drive SEL themes in both the classroom and school community for the year. The Student Self Administered DESSA: provides an opportunity for students to choose areas of improvement and develop personal goals to execute.
- **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.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include Men's Group, Women's Group, "Feel Your Feels" Groups, Anime SEL group, SEL Podcast group.
- Monthly Town Halls per camp for students and families are facilitated to build community within the school. Town halls are designed to reinforce Social Emotional and Post Secondary lessons of the month. Student achievement awards are presented.

AIM II 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 their Primary Point Person assigned within the House Model
- 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 II 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.
- Targeted Advisory classes for Camp/House Model specific postsecondary milestones
- Summit Camp (senior) labs
- Peak and Base Camp labs
- Postsecondary student and family workshops
- Coding and GSuite courses

MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM II 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 II 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.

In response to COVID-19, as mentioned above, in order to support teachers during the transition to remote learning, AIM II revised and extended its standardized [lesson planning format](#) to become a two-week format which was more conducive to remote instruction. This two-week instructional framework involved an initial delivery of the performance target or project based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project based assignment. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers, as seen in their overall improvements on evidence-based observations using the Danielson Framework for Teaching. In turn, this helped to clarify student performance expectations during remote learning. The revised unit planning document also included explicit spaces for teachers to link in assessment data that informed their instructional decisions and to articulate the specific role that each co-teacher would play during instruction. AIM II plans to continue this instructional practice.

In addition, AIM II provided training and support to all teachers around the use of Google Classroom to structure 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 II teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, and regular checks for understanding into their online lesson materials. When AIM II returns to in-person learning, teachers will continue to use Google Classroom to structure 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

- This past year we were fully staffed with special education teachers
- All ELLs with mandated standalone services received them, and we offered 3 integrated ELL classes.
- Related services: counseling provided in house, speech services provided by an outside provider; both services were provided virtually all year.
- Core classes were co-taught; a system was created for teachers to work together throughout the week for planning, data review, and progress monitoring. Our SpEd Manager was pivotal in making sure that SpEd teachers were assisted in caseload management to ensure that excellent services were provided.
- Coaching / supports for co-teachers:
 - forming agreements
 - planning agenda
 - weekly or biweekly coaching sessions address how pairs are working together and student progress, how to strengthen co-teaching relationships.
 - PDs on co-planning and co-teaching,
 - Models of co-teaching,
 - co-teaching roles (teacher led PD) -- how to have co-teachers work together seamlessly to deliver instruction
 - Using data in co-planning (1 co-planning meeting per week focused on data trackers)
 - Eliciting feedback from teachers around what's working and what's not
 - Clear unit planning document asks teachers to articulate their roles, how they are using data to inform their decisions around differentiation and scaffolding. Providing feedback and coaching on unit plans. Tweaked the planning documents along the way based on what was working/ to provide more clarity.

SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

Pre-pandemic:

- AIM II's postsecondary team facilitated two family workshops entitled, "Preparing for College/College Preparation" and "FAFSA Support" facilitated by our counseling team.
- The Primary Point Person made weekly outreach to parents to discuss current academic standing, attendance, social emotional needs, and post secondary planning.
- Camp Night events
- Parent events including parent support groups
- Home visits at the beginning of the school year and consistent home visits throughout for students with attendance challenges and other challenges as deemed necessary.
- Every trimester contact was made with other entities who were involved with a student such as: foster care agency, therapist, probation officer, and any other community based organization who was connected with the student.

- To support a students well being they were provided a wrap around services within the school that includes access to a Licensed Masters Social Worker

Once the pandemic prompted remote or hybrid learning, AIM II counseling staff continued to connect with parents/guardians weekly to ensure that students' academic, social, and emotional barriers were mitigated, and achievements celebrated. Counseling staff also conducted weekly virtual workshops including anime and podcasts focused on SEL, current issues (entitled, "Today's Times"), and those focused on college preparation and career readiness. In addition, the school conducted virtual family workshops twice monthly focused on managing stress, self-care, and coping strategies. Monthly Camp town halls were held for both students and parents to reinforce the SEL lessons and postsecondary lessons discussed for that month in advisory and during check-ins with their Primary Point Person. In addition, postsecondary workshops were held for families once a trimester to assist parents in college preparation and FAFSA support.

AIM II will continue these workshop series for families since offering more frequent opportunities for engagement was well received by families

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year as of BEDS day

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200
2019-20	63	68	51	35	217
2020-21	64	62	36	57	219

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	25	8	17
2018-19	2013-14	2013	32	0	32
2019-20	2014-15	2014	28	0	28
2020-21	2015-16	2015	48	0	48

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	20	76	96
2018-19	2013-14	2013	31	76	107
2019-20	2014-15	2014	25	87	112
2020-21	2015-16	2015	44	54	98

GOAL 1: HIGH SCHOOL GRADUATION

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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 II 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 II who were enrolled as of BEDS day and remain enrolled through June 30th earn at least ten credits.

RESULTS AND EVALUATION

Forty percent of students in their first year at AIM II 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, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. The fact that the majority of our students are over-age and under-credited and more often than not have special needs makes navigating a new school 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 nine percentage point drop in first year students earning at least ten credits in 2020-21.

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

School Year	Number of Students in Their First Year at AIM II	Percent Earning at least Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%
2020-21	47	40%

ADDITIONAL EVIDENCE

While AIM II did not achieve this goal, in Years 1-3, 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 an eight percentage point and five 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 II 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 II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Thirty-eight percent of students who have been at AIM II 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. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the eleven percentage point drop in returning students earning at least eight credits in 2020-21.

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

School Year	Number of students who have been at AIM II more than one year	Percent Earning at least Eight Credits
2017-18	136	29%
2018-19	94	41%
2019-20	91	49%
2020-21	131	38%

ADDITIONAL EVIDENCE

While the school’s credit attainment goal was not met during this charter period, the percent of AIM II students enrolled for more than one year who earned at least eight credits increased 12 percentage points from Year 1 to Year 2, and increased 8 percentage points in Year 3.

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 II, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

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

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a primary person model, where each student is assigned a counselor and an advocate counselor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%
2019-20	86%
2020-21	85%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II's first year students was 85.2%, five percentage points above the goal.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

All of the support implemented during remote instruction will remain in place to continue to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

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 II students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Eighty-one percent of all students who were enrolled as of BEDS day were retained through June 30, 2021. AIM II met this measure and exceeded it by 11 percentage points.

As described in the measure above, the school strived to create an atmosphere that was welcoming and supportive. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

In addition, AIM II moved to a 1:1 device model for school year 2020-21 all students had devices and wifi to engage in remote instruction to support retention of students. This strategy worked because we were

able to get devices into the hands of the 162 students in the previous year who did not have consistent access to remote learning.

All of the support implemented during remote instruction will remain in place, especially more frequent workshops to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%
2020-21	81%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II students was 79.75%, nearly eight points above the goal. Furthermore, AIM II has increased its year-to-year student retention each year of the charter period. AIM II student retention trends include an eight percentage point increase in Year 2, followed by a six point dip in Year 3. Despite all of the challenges schools, students, and families faced during school year 2020-21, AIM II's retention rate for all students increased by three percentage points from Year 3-4.

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-three 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. Although AIM II did not meet this measure, there was a 13 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 II has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM II 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 II 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 II focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions. This was accomplished through targeted outreach from counselors and teachers, as well as dedicated time at the end of each trimester supporting students with NX resolution.

The instructional focus on co-teaching, project based learning and the transfer learning routines also supported students across content areas and supported students in increasing the number of Regents exams passed.

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

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams (including exemptions)
2017-18	2014	101	19%
2018-19	2015	89	38%
2019-20	2016	117	50%
2020-21	2017	111	63%

ADDITIONAL EVIDENCE

While AIM II did not achieve this absolute measure during this first charter term, each year brought a notable increase in the percent of students in the fourth year cohort passing two exams required for graduation. For example, from Years 1-2 the percent of students achieving this measure doubled from 19% to 38%. Years 2-3 and 3-4 saw a 12 and 15 percentage point increase respectively despite challenges incurred due to the COVID-19 pandemic. Department teaming structures and protocols, instituted during school year 2020-21, supported teacher team work around using assessment to inform instruction. These included regular assessment tuning and looking at student work. These practices increased shared understanding of student learning needs across departments and helped teachers to more effectively target instruction. We believe that with additional time and intensive focus on ELA and Math through a partnership with ANET, AIM II will meet this measure.

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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2015 cohort is 19 percentage points higher than cohort 2014's graduation rate.

The AIM House Model, which was rolled out at the start of the 2018-2019 school year, continues to contribute to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

In addition, AIM II utilizes 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 the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last two years. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

- Active students had graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.

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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- 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 prepare them for the exams they are taking in January and June prior to COVID-19 and during the remote instruction year, students were prioritized for NX completion in alignment with Regents culminating courses.
- Active students were scheduled to earn 4 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	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%
2020-21	2015	98	38%

ADDITIONAL EVIDENCE

Given that students enter AIM II 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. Even though there was a decrease in graduates this past school year due to remote learning, we were able to graduate more students than the last full year of in person instruction. This positions well to continue to increase the total number of graduates next school year when we return to in person learning.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46
2020-21	32

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 II’s 2015 cohort had a persistence rate of 40%. Although AIM II’s 2015 cohort did not meet this measure, their persistence rate is 20 percentage points higher than the previous cohort.

Over the last two school years staff focused on their outreach efforts and tracking recent alumni and plan to continue providing structured engagement and postsecondary opportunities for graduates. Under New Visions, the school has real time data about all students, active, graduated and discharged, from ATS, which allows the school to be proactive. This ability has resulted in a slight increase in persistence rate, because when students were identified as at-risk, an advisor reached out to provide support, references, and hands on assistance to other educational programs.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%
2019-20	2014	20%
2020-21	2015	40%

ADDITIONAL EVIDENCE

While the school was unable to achieve this Goal 1 absolute measure, the school did increase their persistence rate by 23 percentage points during the charter term. The largest increase of nine percentage points occurred between Years 3-4. We attribute the increase in persistence rate over time to a more targeted focus on consistent cycles of reviewing student progress data and making needed adjustments.

The New Visions Data Portal provides AIM II 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 II 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 also enabled AIM II to hold targeted senior meetings for students who were on-track or off-track to graduate. 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.

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 schools². 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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years compared to 53% of students in the 2014 cohort from comparable transfer high schools. AIM II fell short of meeting this measure by 15 percentage points. School data for comparable transfer high school's 2015 cohort was not available for comparison at the time of this report.

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	102	14%	1,176	44%
2018-19	2013	107	17%	1,163	52%
2019-20	2014	112	19%	1,229	53%
2020-21	2015	98	38%	TBD	TBD

ADDITIONAL EVIDENCE

While AIM II did not meet this measure, as mentioned above, the school experienced a 24 percentage point total increase in the percent of students in the total graduation cohort who graduated in six years during Years 1-4 of the charter term. The largest increase occurred between Years 3-4. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM II met two 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.	Not 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

While AIM II met only two of five leading indicators for Goal 1, during Years 1-4 of the charter period, the school posted an increase in the percent of students who met these leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. Similarly, AIM II did not meet Goal 1’s absolute measures, but experienced a gradual increase in percent of students who did so.

We attribute the aforementioned gains to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In order to accelerate learning and provide opportunities for students to build foundational skills while engaging in grade level content at a more differentiated pace, AIM II has taken steps to move toward a mastery model of instruction. In all courses, teachers will 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 using the mastery planning guide in a two-week teaching cycle. Students must master content before moving from one

unit to the next via the school's mastery assessments. This transition will continue in school year 2021-22 and we expect to fully implement the mastery model during the next charter term

2. House Model. AIM II's House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In SY2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it to 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.
3. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, 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 next year along with our comprehensive counseling model outlined above.
4. Enhanced Intake Process. AIM II'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. Beginning in the new charter term (SY 22-23), we plan to utilize an Individualized Development Plan (IDP) to more deeply integrate all aspects of the student support work and enable us to better monitor the impact of specific interventions for each student in order to support them in reaching their postsecondary goals.
5. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM II 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 II in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM II will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.
6. SEL Advisory & Curriculum. AIM II 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 II 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.
7. SEL Assessment. AIM II 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.
8. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM II 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.
9. Deepening Formative Assessment Systems. AIM II 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 II 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 II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II 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	Cohort	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	2012	12	25%
2018-19	2013	27	24%
2019-20	2014	46	13%
2020-21	2015	32	TBD

ADDITIONAL EVIDENCE

Postsecondary preparedness is an area of growth for AIM II. From Years 1-3 of this charter term, AIM II has experienced a year-to-year decrease in the percent of graduates enrolling in postsecondary education, military service, technical/occupational education, or gained employment. Specifically, from Years 1-2 and Years 2-3, the school experienced a one percentage point and an 11 percentage point decrease in graduates pursuing postsecondary education and/or employment. We attribute some of the

decline to higher education and employment challenges to the COVID-19 global pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers shuttered their doors.

In service of meeting this measure, AIM II has focused their postsecondary work on designing and implementing systems for tracking students' postsecondary planning, applications, and decision-making processes. While our work the past year to build structures and routines did not yield in higher rates of postsecondary preparedness due to struggles with student engagement during a year of remote learning, these initiatives position AIM II well to meet this measure in the coming years. These initiatives and structures include:

- **Postsecondary Teams:** Developing defined roles for their Postsecondary team members, meeting regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), sharing best practices with AIM I on implementation of Xello, Postsecondary portfolio and CDOS, consistent data entry in New Visions' data portal, and postsecondary data reviews.
- **Implementing Xello,** an online software for career interest surveys, career research, and postsecondary planning. Every AIM II student and teacher received a Xello license. Students complete surveys that inquire about their interests, skills, and learning styles. The software walks them through the process of building a comprehensive career plan, aligned to the state's CDOS requirements. Also, Xello offers career development lessons and tools such as resume builders and labor market guides. Schools receive weekly engagement updates on Xello's progress.
- **CDOS and Postsecondary Portfolio tracking:** AIM II implemented a system for tracking CDOS hour completion and CDOS learning objectives. AIM II has developed 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.

To strengthen postsecondary pathways into college and career, AIM II leverages career partnerships developed through the New Visions/JobsFirst Transfer to Career (T2C) Initiative. The HOPE Program and The Knowledge House are the dedicated partners for the AIMs which build sector-based career pathways in technology and skills trades. The Postsecondary Access and Success team at New Visions have developed three postsecondary pathways for the New Visions' network which streamlines the application and enrollment process into three popular CUNY Community Colleges for AIM students. This includes Borough of Manhattan Community College (BMCC), Bronx Community College (BCC), and with LaGuardia Community College (LGCC), an NVPS-only CUNY Math START program for students with Math remedial needs.

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Total Applications and Acceptances

	Total Applicants	Students Accepted to at Least 1 School
CUNY	34 Students	20 Students*
SUNY	6 Students	12 Students *

Students Accepted to 6 Schools	1 Student*
Students Accepted to 5 schools	6 Student *
Students Accepted to 4 schools	8 Students *
Students Accepted to 3 schools	15 Students *
Students Accepted to 2 schools	17 Students *

*COVID -19 impacted obtaining of information

Applications & Acceptances for the 2020-2021 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Clinton Community College	Alfred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Erie Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Oswego
Queensborough Community College	John Jay College	SUNY Adirondack Community	SUNY Oneonta
Kingsborough Community College	York College	Dutchess Community College	SUNY Canton
	Medgar Evers College	SUNY Broome Community College	University at Buffalo
	Baruch College	Onondaga Community College	Binghamton University
			Fisher College
			SUNY Plattsburgh
			SUNY Cortland

Vocational Training Programs	Specific Program/ Trade
Mosholu Montefiore Community Center	Culinary Arts Training Program
Universal Technical Institute	Technician
The HOPE Program	OSHA certification, Construction
Knowledge House	Technology

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 II 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

Fifty percent of students in AIM II’s 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II’s 2015 cohort demonstrating proficiency of CDOS learning standards was seven percentage points higher than the previous cohort.

We attribute this increase to a multi-year effort focused on expanding opportunities to take career readiness course work. Initially focused on Summit camp students, we expanded to Base and Peak, as well as infusing advisory classes with key postsecondary milestones and building routines for tracking students' work based learning hours. During the last year, the AIM II CTE teacher worked with a targeted group of students to support them with mastery career readiness standards and passing the Career Essentials Exam.

In addition, during this past year, AIM II 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 II 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.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%
2019-20	2014	28	43%
2020-21	2015	48	50%

ADDITIONAL EVIDENCE

While AIM II has not yet achieved this measure, the school reported a 38 percentage point increase in the percent of students in the sixth year accountability cohort demonstrating proficiency on the

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SkillsUSA Career Essentials: Career-Ready Assessment in Years 1-4 of the charter period. Currently, 27% of cohort 2016 have met this measure.

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

Sixty-four percent of students who were planned to graduate completed a career readiness portfolio. Although this measure was not met, AIM II continues to make progress toward meeting this goal each year.

At the beginning of the school year all students in all camps completed the Xello college and career interest profile, which Summit Camp utilized to drive conversations in one to one planning sessions, advisory sessions, and workshops. In addition to the above, college and career readiness transition portfolio preparation was discussed during graduation on track/graduation in jeepodary meetings.

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	30	20%
2019-20	50	60% *
2020-21	66	64%

ADDITIONAL EVIDENCE

The 2019-2020 school year was designed for students to work on college exploration and preparation for the first half of the school year with the second half of the school year preparing for career readiness activities. Due to the pandemic, we paused the advisory focus on career readiness to focus on social emotional needs from March through June to successfully transition students to remote learning. During this past school year we resumed the postsecondary advisory curriculum. We continued the use of Xello as the curriculum, developed clear postsecondary milestones, and built better systems to track progress towards those milestones. As a result, more students are on track to completing their postsecondary portfolios by the time of graduation.

While AIM II did not meet this measure, each year of the charter term, more students completed a career readiness portfolio. In fact, between Years 2-4 (years for which data is available), 44 percent more students completed a career readiness portfolio. Based on this trajectory of achievement, we believe

that the steady increase in students who meet this absolute measure will continue to improve.

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 II 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

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her Primary Point Person. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. Seniors also participate in Senior Meetings where they are able to support each other through the sharing of plans, challenges, and expectations.

The postsecondary team at AIM II has partnered with the community workforce development organizations The Hope Program and Knowledge House as a part of their participation in the JFNY/NV Transfer to Career pilot. The organizations are collaboratively building out a Career Readiness Pathway which begins with Career Awareness and Exploration while in high school and bridges into sectoral training and ultimately employment. Students will be offered and engage in a continuum of work-based learning activities which prepare them for the world of work.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a

clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

Career Development and Occupational Studies Credential (CDOS):

AIM II 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) classes, AIM II 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 II 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.

Advisory

The school has established advisories to support youth while in school and after leaving AIM II, including work, postsecondary education and program options. Students will be exposed to on-the-job training programs and other related resources, including JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

AIM II also engaged students in college and career exploration this past school year, but was faced with challenges when creating virtual opportunities to continue the exposure for college and career exploration during remote learning.

- In person college exploration tours once allowed again: Borough of Manhattan Community College and Fashion Institute of Technology
- Virtual college tours: SUNY Oswego and Bronx Community College.

As we enter the 2021-2022 school year AIM II will continue to create and define a plan that includes the following opportunities:

- Postsecondary exploration virtual trips to CUNY Colleges and SUNY Colleges.
- Speakers from CUNY, SUNY and other organizations to speak to seniors about the programs offered at their campuses and locations.
- Summit camp students will participate in postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- Post Secondary Labs will continue to be held providing all students an opportunity to explore postsecondary pathways during non academic hours.
- Participation in Javits Center's Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion will be explored during remote learning, if held again
- Exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House will be explored during remote learning.

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 administered 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 requirements for graduation as scoring 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 II 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-eight percent of students in AIM II'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 10 students, three with no valid score and seven who had previously sat for the exam, earned Regents waivers. Therefore 75% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline from the previous year can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google Classroom and Zoom were utilized to provide individualized and small group instruction. We provided professional development focused on utilizing technology platforms to increase interaction and meaningful assessment opportunities during remote instruction, such as the use of Nearpod, which resulted in an increase in teacher ability to facilitate interactive remote lessons that could be accessed synchronously or asynchronously and integrated discussion routines and targeted formative assessments. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The

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two-week planning template (discussed above) allowed teachers to focus on building foundational skills integrated with the ELA content, including using the Transfer Learning Routine, to build student reading comprehension. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped ELA teacher teams to provide targeted support to students.

Additionally, the ELA team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 23 students earned Regents exemption waivers. Therefore, 86% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 53% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

Further, the average number of years enrolled for cohort 2015 was 3.7 years showing that students who remain enrolled at AIM II develop the skills needed to successfully master the ELA Regents standards.

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. AIM II is partnering with ANET in the new school year to focus on increasing ELA curriculum alignment to standards and implementing a mastery curriculum and grading system. The increased use of formative assessment data will help drive instructional design.

In addition, throughout 2020-2021, AIM II focused on strengthening its supports for multilingual learners through offering both a standalone ENL course and ENL teacher collaborative support in one strategically-selected ELA course and one US history course. The ENL specialist also consulted with the ELA department on a regular basis about strategies to implement to better support multilingual learners in their courses. A writing assessment administered at the beginning, middle, and end of the year helped

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

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to monitor student progress and design instructional interventions; from beginning to end of year, the average score on the writing rubric increased from 2.1 (out of 4) to 3.14.

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	60	35%	46	58%	48	58%
2016	63	11%	60	38%	51	48%
2017	24	0%	62	22%	70	25%
2018	19	0%	34	3%	64	7%
2019			22	0%	35	0%
2020					27	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	10	26	75%
2016	51	23	21	86%
2017	70	22	15	53%
2018	64	19	3	34%
2019	35	3	0	9%
2020	27	1	0	4%

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

⁴Percent 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

Forty-nine 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 II did not meet this measure, there was a nine percentage point increase since school year 2018-19, when data was last reported.

Due to school closure during school year 2019-20, AIM II was unable to administer the Performance Series assessment a second time, and therefore cannot report out data for this measure for last school year. While both administrations occurred in school year 2020-21, the ongoing upheaval to students and families’ lives contributed to attendance challenges. Attendance challenges and the lack of in-person interaction and supports (particularly for the young people we serve with disabilities) had significant adverse effects on our students’ ability to practice and improve upon their reading skills. Nevertheless, AIM II experienced a slight uptick in the percent of students who achieved Lexile growth, despite the challenges associated with the COVID-19 pandemic.

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	144	32	53%
2018-19	165	75	45%
2019-20	N/A	N/A	N/A
2020-21	225	65	49%

ADDITIONAL EVIDENCE

To support all students with literacy development, we implemented the use of transfer learning routines across all core classrooms to support literacy practices that focus on comprehension through student metacognition and self-monitoring that allow them to read purposefully, for meaning, and transfer these skills across content areas. Teachers also chunked texts and created individualized supports for students, such as read alouds. These school wide efforts contributed to the continued Lexile growth for students tested in fall and spring.

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

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

Forty-five 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 not meeting this measure. However, there was a 16 percentage point increase since school year 2018-19, when data was last reported.

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 Programed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	46	16	19%
2018-19	36	14	29%
2019-20	16	N/A	N/A
2020-21	22	11	45%

ADDITIONAL EVIDENCE

While the school did not meet this growth measure, during the charter period, AIM II reported a net increase of 26 percent of students who met or exceeded their expected Lexile growth. AIM II will continue to identify a small group of students who will benefit from targeted literacy support in READ 180 and continue to focus on strong literacy routines in the core to support all students.

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.

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 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 II cohort 2015's ELA pass rate of 58% is lower than cohort 2014's ELA pass rate of 68%, 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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM II achieved one 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.	Not 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

During school year 2021-22, AIM II will continue its focus on achieving and exceeding all measures in the English language arts goal. We will do so by partnering with ANET to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. This partnership will also support teachers with planning rigorous instruction aligned to standards. During the upcoming school year, the priority will be deepening teacher knowledge of grade level standards and aligning performance targets to standards. This work will support developing consistent structures and protocols for how teachers are regularly analyzing student data to make informed decisions about upcoming lessons and addressing student learning strengths or needs. We will also incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to deepen its work around project-based learning and the use of the Transfer Learning Routines across classrooms to engage students in authentic performance-based tasks and build their metacognitive self-monitoring strategies to strengthen their reading comprehension and writing.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize their potential. In addition to collaborating around the ANET partnership, the AIM schools will support each other in building out their approaches to mastery learning. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction. In addition, New Visions will continue to provide direct coaching around literacy assessments and intervention strategies.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will 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. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing Read 180 course. We will 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.

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 II 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

Sixty-two percent of students in AIM II'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 meeting this measure. In addition, it should be noted that a total of 15 students, three with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore, 90% of students in cohort 2015 met the math Regents requirement for graduation.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped math teacher teams to provide targeted support to students.

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Additionally, the math team implemented a series of project based learning assignments that allowed students to apply mathematical concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 25 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 93% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

In addition, cohort 2015 students have been enrolled at AIM II for an average of 3.7 years. This demonstrates students who remain enrolled at AIM II develop the skills needed to master Math Regents standards.

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 ⁹	Number in Cohort	Percent Passing ¹⁰
2015	60	57%	46	62%	48	62%
2016	63	24%	60	47%	51	48%
2017	24	8%	62	25%	70	28%
2018	19	5%	34	25%	64	33%
2019			22	0%	35	15%
2020					27	0%

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

⁹ Percent passing among students with valid score

¹⁰ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	15	28	90%
2016	51	25	23	94%
2017	70	49	16	93%
2018	64	36	14	78%
2019	35	22	2	69%
2020	27	9	0	33%

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.

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 and spring testing windows will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Sixty-two percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment, therefore meeting this measure.

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	165	65	52%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

The math department implemented regular looking at student work protocols that enabled them to identify trends and plan for instruction. They used project based learning to introduce mathematical concepts, provided exemplars, individualized and small group instruction. While a smaller number of students tested in both fall and spring, the growth for these students indicates these instructional efforts are increasing student math proficiency.

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.

RESULTS AND EVALUATION

Sixty-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 II'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 from 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	15	4	25%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

A targeted group of students were identified for math academic intervention services. These students received one-on-one remote support from teachers using supplemental materials from Transitions to Algebra and IXL. The students regularly attending these sessions met or exceeded their growth goal.

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 II cohort 2015's math passage rate of 62% exceeds cohort 2014's math passage rate of 54%, therefore meeting this measure.

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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 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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM II achieved four 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.	Achieved
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.	Achieved

¹¹ Based on the highest score for each student on a mathematics Regents exam

ACTION PLAN

In school year 2020-21, AIM II met its goal for students to become proficient in the application of mathematical skills and concepts as evidenced by the absolute and growth measures cited above. We accomplished this goal by supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II will partner with ANET to continue to build the capacity of instructional leaders and teachers to use formative assessment data to drive instructional design.

AIM II is committed to continuing to meet all of the measures for the high school mathematics goal in the coming school year and plans to continue improving outcomes by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II's instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

STAR Math will continue to serve as the school's universal screener and diagnostic assessment until we fully integrate ANET into the community. All students will take the STAR Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

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 II 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-six percent of students in AIM II'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 meeting this measure. In addition, it should be noted that a total of 17 students, five with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 85% of students in cohort 2015 met the science Regents requirement for graduation. The decline from the previous cohort can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped science teacher teams to provide targeted support to students.

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Additionally, the science team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹²

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	32	0	20	63%
2014	2019-20	28	1	20	74%
2015	2020-21	48	5	24	56%

ADDITIONAL EVIDENCE

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 33 students earned Regents waivers. Therefore, 96% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹³	Number in Cohort	Percent Passing ¹⁴
2015	60	37%	46	57%	48	56%
2016	63	19%	60	33%	51	36%
2017	24	13%	62	29%	70	31%
2018	19	0%	34	21%	64	22%
2019			22	0%	35	0%
2020					27	5%

¹² Based on the highest score for each student on any science Regents exam

¹³ Percent passing among students with valid score

¹⁴ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	17	24	85%
2016	51	33	16	96%
2017	70	39	16	79%
2018	64	28	10	61%
2019	35	13	0	37%
2020	27	5	1	22%

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 II 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-seven percent of students in AIM II'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 by only three percentage points. It should be noted that a total of 18 students, five with no valid score and 13 who had previously sat for the exam, earned Regents waivers. Therefore 79% 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 social studies Regents exam.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped social studies teacher teams to provide targeted support to students.

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Additionally, the social studies team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students
By Sixth Year Accountability Cohort¹⁵

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	14	82%
2013	2018-19	32	0	15	47%
2014	2019-20	28	0	17	61%
2015	2020-21	48	5	20	47%

ADDITIONAL EVIDENCE

As indicated in the table below, 26% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 34 students earned Regents exemption waivers. Therefore, 88% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹⁶
2015	60	37%	46	47%	48	47%
2016	63	6%	60	25%	51	26%
2017	24	0%	62	18%	70	24%
2018	19	0%	34	0%	64	2%
2019			22	0%	35	0%
2020					27	0%

¹⁵ Based on the highest score for each student on a social studies Regents exam

¹⁶ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	18	20	79%
2016	51	34	11	88%
2017	70	40	15	79%
2018	64	26	1	42%
2019	35	5	0	14%
2020	27	3	0	11%

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, SY2020-21 school accountability statuses are the same as those assigned for the SY2019-20. Similarly, SY2019-20 accountability statuses were based on SY2018-19 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 II’s ESSA accountability status for 2020-21 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

It should be noted that the ESSA accountability system evaluates fourth year cohort outcomes, which does not align to our school’s model of serving overage and under-credited students.

Accountability Status by Year

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