

NEW WORLD PREP

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16th, 2021

By Eugene Foley and Amanda Ainley

355 Morningstar Road
Staten Island , New York 10303
718-705-8990

Eugene Foley (President), Amanda Ainley (Principal) and Randi Schafer (Assistant Principal for Academic Support) prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Angelo Aponte	Chair - Finance, Academic, Human Resources, Strategic Committees
Larry Miraldi	Vice Chair - Academic, Strategic, Finance Committees
Terry Troia	Board Secretary - Finance, Academic, Strategic Committees
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Jack Minogue	Trustee - Human Resources and Nomination Committees
Alice Tobin	Trustee - Academic and Strategic Committees Nominating Committee
Peter Weinman	Trustee
Ana Romero	Parent Representative

Mr. Eugene Foley has served as the President since 2015.

Mrs. Amanda Ainley has served as the Principal since 2015.

SCHOOL OVERVIEW

New World Preparatory Charter School (“NWP”) provides an exceptional education for students in grades Kindergarten, 1st, 2nd, 5th, 6th, 7th, and 8th grades by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School is “a golden door”—a school community where diversity is not just accepted but celebrated.

NWP uses a curriculum that is research based and aligned to the Common Core and New York State Learning Standards. Students benefit from an extended school day with more time on task for mastery of academic subjects. We have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student. Our students are challenged to develop the habits and dispositions that will enable them to succeed in middle school, be prepared for a college preparatory high school curriculum and be college ready. As opposed to focusing merely on information recall, our students are challenged in all content areas to cite evidence to support their viewpoints, make connections, consider alternatives, assess importance and understand the connection between what they are learning and its relevance to their life and future success. The curriculum and instructional framework support student’s preparation for post- secondary education.

We engage our students around topics that are relevant to their everyday lives. Our board has decided to use a social justice framework as a strategy for engaging students around a curriculum that is relevant to their interests. Some examples of topics that teachers develop lessons around include health care, environmental issues, civil rights, immigration, the economics of poverty, and the United States’ relationships in a changing world.

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff meets regularly to analyze data, review student work and use it to plan instruction. We incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program.

All students complete an iReady Diagnostic Assessment in Math and ELA. All new incoming 5th and 6th students complete a Reading and Math Inventory assessment. All Kindergarten, first, and second grade students are assessed using Fountas and Pinnell. NWP analyzes all school

wide assessment data and standardized assessment data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of all students.

NWP presents a clear alternative to large, impersonal elementary and middle schools by serving 630 students and having structured time scheduled to support the social and emotional needs of each child. Grades 6, 7, and 8th contain at most 5 classes of approximately 25 students in a class. Our Kindergarten contains 4 sections of approximately 21 students in a class, 1st grade contains 3 sections of approximately 22 students in a class, and 2nd grade contains 2 sections of approximately 21 students in a class. By keeping the school population and class size small, we create a school community where each student is known and supported.

Additionally, students in all grade levels participate in a structured advisory program that functions to further develop relationships that support learning. For advisory in grades 6, 7, and 8, a teacher is assigned a group of approximately 18 students to whom they serve as an advisor/mentor. Kindergarten, 1st, 2nd and 5th graders participate in morning meetings with their classroom teacher. That teacher establishes a relationship not only with the students but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and leadership appraisal systems. On a yearly basis, faculty participates in a two-week pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers have common planning time and have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They receive coaching from staff developers and feedback from the school's instructional leader.

At NWP, professional development is results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	127	127	120	0	0	0	0	374
2017-18	0	0	0	0	0	0	130	120	125	0	0	0	0	374
2018-19	0	0	0	0	0	41	131	126	114	0	0	0	0	412
2019-20	66	56	0	0	0	62	135	127	122	0	0	0	0	569
2020-21	78	67	50	0	0	64	123	128	120	0	0	0	0	630

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the Common Core State ELA standards (Next Generation ELA Learning Standards pending.) NWP has a school-wide emphasis on reading and writing strategies embedded across all content areas so that students are reading, writing, listening and speaking across the curriculum. The school offers three periods of ELA each day.

The main component of the English language arts literature curriculum in grades 7 and 8 consists of the units found in the Engage New York Curriculum. NYSED has provided the EngageNY curriculum as a framework for each grade level to "adopt/adapt" based on students' needs. Units are aligned to New York State Learning Standards and provide educators with multiple resources and task modalities to enhance the instruction of each main class text. Students learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

For the 2020-21 school year all K - 2, 5th, and 6th grade ELA curriculum was supported by Journeys Common Core (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention, enrichment, and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are

incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading, writing, speaking and active listening, providing a tighter alignment to Common Core and New York State Learning Standards. Journeys provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that Journeys provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

The Journeys curriculum includes a full library of leveled readers, interactive whiteboard activities, and a home component entitled, Think Central. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program.

A second component of the English Language Arts program is the writing curriculum. The Writing Revolution provides an accessible and comprehensive approach to writing, thinking, and learning. The K-2 and 5-8 curriculum includes strategies for building complex sentences in order to generate well-structured and developed summaries, paragraphs, and expository and research writing all within different text structures. The curriculum also includes enriching guidelines for every step of the writing process that provide students with a strong foundation for creating and assessing their own writing to make unified and coherent self-revisions. This writing approach provides students with the necessary strategies to increase not only their writing proficiency, but their analytical thinking abilities as well in order to become better readers, writers, speakers and thinkers who are well prepared to meet the needs of higher education and the workforce. The Writing Revolution Research supports high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum in all content areas.

The third component of the English Language Arts Program is the Literacy Block Program in grades 5-8 and iRead in grades K - 2. The Literacy Block allows NWP staff members and students to become leaders of literacy. The program's goal is to improve students' reading performance. Students receive skill-based instruction to develop their reading proficiency.

The grades 5 - 8 Literacy Block is broken up into three programs- System 44, Read 180, and Literacy Leaders. Student placement in each of these programs is based on their performance on the Reading and Phonics Inventories, which assesses their current Lexile Level. Students in System 44 and Read 180 are administered the Inventories two more times throughout the year and based on their performance throughout the year, they may be moved into the appropriate intervention program that meets their Literacy needs.

Each program follows a specific framework to support aspects of reading. System 44 is a blended learning program that is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics,

comprehension, and writing. Read 180 Universal is the leading blended learning program that supports students in mastering their reading comprehension skills required for success with the new standards, college, and career through explicit instruction using key instructional shifts to support teachers in enhancing their pedagogy and accelerate student achievement. In Literacy Leaders school-wide academic vocabulary words are taught. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels identified by the iReady ELA Diagnostics Assessments. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually.

For Kindergarten, 1st, and 2nd Grade iRead provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in the alphabet, phonological awareness in the context of alphabet activities, phonics, spelling, high-frequency/high-utility sight words, syllabication combined with morphology, spelling, and fluency aligned with foundational skills of rigorous state standards for English language arts and literacy. Technology holds the promise of improving foundational reading instruction in a variety of ways. Students' needs for individualized instruction are addressed through embedded formative assessment and adaptive technology including intensive practice for struggling readers on the skills they have yet to master. Coordinated visual and audio presentation of sounds, letters, and words and instant, tailored multimedia response to student choices help develop decoding skills and build critical connections between decoding and understanding words in context. Student motivation and engagement are boosted by appropriate levels of challenge and innovative design features that draw on important findings from cognitive science and game design research.

During the 2020 - 2021 student year, a cross-curricular, culminating *Day of Excellence* project, an annual event in June for grades 5-8, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students are chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the 2020-2021 school year, students worked virtually in small groups with a teacher in the Skills Readiness program. Teachers presented meaningful, targeted lessons to the students, based on identified focus standards in which students demonstrate their need for more support. These lessons help strengthen their understanding of core content and develop organizational skills to help them

academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade), and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

- Title 1

NWP's Title 1 ELA Intervention Program was developed to provide additional support to students who are performing below grade level in ELA and who do not receive any additional services. The students' progress is closely monitored and communicated between Title 1 and ELA classroom teachers. NWP identified two designated Title 1 teachers for the 2020-2021 school year. One teacher serviced students for the Elementary grades, the other teacher serviced students in the Middle School grades. Students were identified based on preliminary data and/or teacher recommendation. Teachers' schedules were created based on where the biggest need was identified. Teachers push into ELA and / or SS to provide additional support to the students who have been identified as Title 1.

- ELL Services

NWP has a growing ELL population and as the school expands our ELL program continues to grow. NWP currently has three designated ELL teachers who provide support to our students in grades K-2, 5-6, and 7-8 who have been identified as ELLs based on the home language survey and ongoing NYSESLAT data. During the 2020-2021 school year the teachers pushed-in to ELA classes to provide support to students by making modifications to the classroom teachers' lesson plans using ELL specific strategies. The K-2 ELL teacher also had a pull out program where she was able to provide

additional instruction to supplement the iRead program. The 5-8 ELL teachers supported students using the System 44 or Read 180 Intervention Programs during their Literacy Block class.

Assessments

- ELA iReady Diagnostic

Throughout the year all students are administered Diagnostic Exams in ELA, through the iReady - Curriculum Associates Program. Students were administered this Diagnostic exam three times throughout the year for grades K - 8. Students who were hybrid took their iReady diagnostic in their ELA classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their ELA teacher. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students both in the classroom and for after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set and monitored for each student.

- ELA Benchmark Assessment (Fall, Winter, and Spring)

Common Core standard aligned ELA assessments were given to students in grades 5-8 three times per year. The standards that were identified as focus standards were re-assessed using past state exams released questions. Grade teams analyzed the data to determine whether students were on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Grade level teams also analyzed the data to identify grade level focus standards that students need more support with and adjust their instruction to explicitly reteach these standards at strategic points throughout their lesson. Data from the benchmark assessments is analyzed during SAMS meetings and next steps for instruction were determined by the ELA team.

- HMM Reading and Phonics Inventories

In late October Kindergarten, 1st grade, 2nd grade and new students in grades 5th and 6th took a Reading Inventory Exam, through the Houghton Mifflin Harcourt (HMM) Intervention Program. Based on the Lexile Level achieved on the Reading Inventory, students in grades 5-6 who scored below a specific Lexile Level were administered the Phonics Inventory. The data gathered from these inventory assessments was used to determine grades 5-6 students' placement into the Read 180 or System 44 Reading Intervention Programs or into Literacy Leaders. Returning students and students in grades 7 and 8 continued in their program from the 2019-2020 school year. In January and May, all students grades K, 1, and 2, and students in grades 5-8 in the Read 180 or System 44 programs were reassessed. The data gathered through the inventory assessment were monitored, analyzed, and necessary next steps were determined. If students demonstrated the appropriate growth as outlined by the program, they were automatically moved from System 44 to Read 180, or they tested out of Read 180 into the Literacy Leaders program.

- iRead Screener and Formative Assessments

At the beginning of the school year students in grades K-2 are administered an initial screener. This assessment is used to place them at the appropriate level to begin their course of study in the iRead program. Students progress through the program and are assessed by the work they complete while

using the software. The program provides students with adaptive technology, personalized learning paths, and corrective on-the-spot feedback which offer intervention before learning gaps have a chance to surface. Teachers have instant access to monitor student's progress using growth reports, performance data, and the dynamic Groupinator which informs differentiated, small group instruction.

- Fountas and Pinnell

Students in grades K- 2 were assessed three times throughout the year using the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) to determine student's independent and instructional reading levels. Assessments were administered to students in person regardless of their learning selection. Students who were 100% virtual came in on two designated Saturdays during each of the three assessment periods to be tested. Teachers were able to observe student's reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

- The Writing Revolution (TWR) - The Cold Writing Prompt

The TWR Cold Writing Prompt is given three times a year to all students in grades 1-8. The Cold Writing Prompt helps teachers assess how well students write without any prompting or support. The students are given a topic to write about that has not been previously discussed by the teacher. This gives the students the opportunity to apply previously taught TWR skills to their writing. This assessment is used to determine areas of focus in writing curriculum, set individual goals, and establish groups. All teachers assessed The Cold Writing Prompt using the No More Marking System. No More Marking is a comparative judgement which assesses writing more reliably than traditional marking. Comparative judgement is a process where judges, groups of teachers on a grade level compare two responses and decide which one is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker. Teachers are trained in it and it provides norming of the grading of the writing samples.

- The Writing Skills Assessment

The Writing Skills Assessment, developed to assess the skills from The Writing Revolution, monitors student's progress with individual TWR writing goals. The assessment is given three times a year to all students in grades 1-8. This assessment is used to determine areas of focus on the writing curriculum, set individual goals, and establish groups.

- Incoming Kindergarten Screener (ELA Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20 minute screener. This assessment gives us information on how many letters, sounds and sight words they know. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school will continue its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development for teachers. In addition, time each day is provided for grade level team meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on all Houghton Mifflin Harcourt program's curricula (Journey's, Read 180, System 44, and iRead) was provided to the faculty throughout the school year. Teachers receive ongoing professional development throughout the year in these programs to develop and share their skills and to maximize the effectiveness of their instructional practices. For the 2020-21 school year additional professional development days were identified to support the roll out of this curriculum (for grade 2) and the teachers' learning of all of its multiple components.

- Scholar Achievement Meetings (SAMS)

Scholar Achievement Meetings with ELA teachers were held bi-weekly by the Literacy Instructional Specialist for grades 5-8 and the Assistant Principals for grades K-2. During these meetings the teachers analyzed and discussed data from class and schoolwide assessments (Journeys, iReady, reading inventories, and F&P). Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

The new full time Literacy Specialist that was hired in the 2019-20 school year continued to support the ELA staff in all components of English Language Arts in order to target our student's strengths and weaknesses.

The Literacy Instructional Specialist supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts. In addition to meeting with the 5-8 ELA teachers and Literacy Block teachers bi-weekly, the Literacy Instructional Specialist also met with the ELL and TWR Coordinator monthly to review school wide implementation progress.

The data reviewed in SAMs included ELA State Exam Scores, iReady Diagnostics performance levels, Reading/Phonics Inventory Lexile Levels and performance, ELA Benchmark Assessments, and formative and summative classroom assessments. This improved the level of differentiation in the instruction offered to students. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. The Literacy Instructional Specialist conducted weekly walkthroughs to support teachers in the implementation of their instruction. Teachers were provided feedback on these walkthroughs in the school's Feedback In Action template.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming vertical team meetings. The Vertical Team Meetings provided an opportunity for ELA Teachers (General and

Special Education) to communicate regularly, vertically aligning curricula as well as differentiating instruction to ensure students have the prerequisite knowledge to navigate the following grade level's ELA's curriculum with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided time, space, and place for best practices and resources to be shared. Cross-curricular projects were also developed in collaboration with other team members/content-area teachers

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with administration weekly to review school wide goals and planning for upcoming Grade Level meetings. Grade level team meetings provide an opportunity for collaboration among all teachers of a grade level. During the Grade level team meetings, the academic progress of all students is discussed and strategies to support students who are at risk are shared amongst teachers, implemented and monitored. In addition, data is shared and reviewed. When the team meets weekly during Kid Talk, using the data provided, counselors and teachers work collaboratively to monitor student academic and social emotional progress. Also taking place during grade level teams, opportunities for cross curricular planning are shared and thematic projects are planned for including the Day of Excellence culminating project.

- The Writing Revolution (TWR)

NWP continues to partner with TWR for training and implementation support. During the 2020-2021 school year there were four virtual site visits conducted from January through April where the TWR team visited classes to observe TWR lessons and give constructive, non-evaluative feedback. Teachers use this feedback to improve their implementation of the TWR strategies. Also, NWP sent 10 elementary teachers to Advanced Thinking Through Writing K-2 course, 6 Middle school teachers from various content areas to the Advancing Thinking Through Writing 1 course.

Additionally, the school identified two teachers who participated in the teacher intensive training and two in the teacher leader intensive training in order to build capacity in the building. The teacher intensive training is a workshop intended for teachers who have demonstrated exemplary TWR planning and instruction, and will be supporting the school-wide implementation of TWR. During this workshop, teachers learned how to support colleagues with TWR planning and instruction, use writing assessments to monitor implementation progress and inform school-wide pacing, and become a TWR resource for the school.

The teacher leader workshops deepened the teachers' understanding of the core values of TWR and the key components of a successful schoolwide implementation of the Hochman Method. These components include how to give teachers feedback on their TWR instruction and achieve consistency of implementation across grade levels and content areas. This allows teachers to take a leadership role and coach their colleagues in this program as the school continues to expand. We now have staff in house who can train, coach others and provide non-evaluative feedback on the TWR methods.

Changes in School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

Students who opted for full 100% Virtual Online learning followed the same schedule as their peers in the Hybrid Cohort (In-person and remote learning). When the cohort met for in-person instruction, the students who were working 100% virtually received virtual content area instruction in ELA through the use of Live Virtual Instruction sessions, from their teachers.

On the two - three days students were in school for in-person learning, they received a double block of time for ELA. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received ELA Intervention on their remote days.

All students K-8 received two hours of ELA instruction on in-person days. Students in grades 5-8 received one hour to complete ELA assignments on remote days. Students in K-2 received one hour for their ELA assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their ELA assignment. During 2020 - 2021 School year, the Literacy Block component of the ELA Curriculum was implemented virtually on the student's remote days. In Grades 5 - 8, the literacy block component of the student's schedule included a double block which provided students with one period of individualized software usage and one period of live virtual instruction.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School

Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) ELA Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Reading/Phonics Inventories and ThinkCentral resources were provided and data was reviewed.

METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady ELA Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. Based on the student's performance on their Mid Year and End of Year Diagnostic, teachers conference with students once again regarding their progress. All students, both virtual and hybrid, completed their End of Year ELA Diagnostic during ELA class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for the 2020 - 2021 End of Year iReady ELA Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' ELA classes. Hybrid students completed this in person while 100% virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 99% completion rate for K-2 and 5-8 students:

Reading iReady Diagnostic Assessment End of Year Participation 2020-2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	0	122
7	1	123
8	2	118
All	3	620

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: iReady Diagnostic

Results and Evaluation

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	429	80%	NO
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	209	86%	NO
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with Disabilities	83%	131	81%	NO
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	294	20%	NO

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	113%	66	107%	38	100%	21	140%	12
6	47%	122	50%	82	48%	28	50%	28
7	100%	123	106%	88	97%	30	0%	15
8	62%	118	72%	85	75%	28	53%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	103%	16	169%	7	138%	5		
6	43%	11	0%	11	57%	17		
7	159%	20	275%	5	0%	10		
8	59%	20	20%	6	123%	8		

1. Did students grow at the normed rate according to the beginning of year baseline score?

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady ELA diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 80% towards their Annual Typical growth goal set by the iReady program.

Although the target median of 100% was not met as a whole in grades 5 - 8, the median percent of growth that students made throughout the year was more than half a year’s growth (50%), despite the challenges our students faced through a lack of consistent in person learning opportunities. These challenges students had to overcome with the hybrid and 100% virtual learning models during the 2020-2021 school year included the unpredicted movement to 100% virtual learning, technical issues occurring in the home, and home learning environment issues, just to name a few.

On the initial Diagnostic assessment, 209 out of the 429 (49%) students tested were two or more grade levels below. Out of the 429 Students tested, above the median percent, only 14 students had a median annual percent growth between 80% and 100%, and 199 students met or exceeded their annual goal.

Based on the data table titled “Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups,” which is disaggregated by grade level and by subgroup, the target was met in 5th Grade and 7th Grade, where the median annual growth was 113% and 100%, respectively. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that there was still growth made in grades 5-8 on the iReady ELA Diagnostic, (median annual growth 80%). The school, even with non continuous learning in person days as well as 100% virtual schedule, continued to provide the students with needed ELA services that maximize the double blocks, utilized standards based curriculum, and assessed students with benchmark assessments three times a year, which led to the growth made by students.

Reading iReady Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
3				
4				
5	163%	60	113%	66
6	175%	132	47%	122
7	106%	125	100%	123
8	177%	120	62%	118
All	165%	437	80%	429

In comparing the median annual growth percent to the 2019 - 2020, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a half year’s growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth is 30% more than half of a year’s worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 165% compared to the 80% annual growth made during the 2020-2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently without teacher supervision. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year’s worth of in person instruction.

2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students?

Based on the data collected and presented in the table titled “iReady Reading End of Year Diagnostic 2020 - 2021” the median annual growth of Students with Disabilities was 81% compared to the median annual growth of General Education students, which was 83%. Although the median annual growth did not exceed the General Education population, the difference was only 2%. However, it is evident that both student populations made more than half a year’s growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The median annual growth made by all students in 5th grade was 107% compared to 138% progress of the students who are identified as Special Education and are an English Language Learner (ELL). In addition, the students identified as Special Education, their median annual growth was 100% as compared to the General Education Population, which was 107%. Furthermore, all students who are English Language Learners in 5th grade exceeded the General Education population's growth of 107%, making a median annual growth of 140%.
- In 6th Grade, the median annual growth for students identified as Special Education/ELL was 57%, which was higher than the median growth of the whole grade level as well as the General education population subgroup. The Special Education/ELL population made a median growth that was 10% higher than the grade level as a whole (47%) and 7% higher than the General Education Population (50%).
- In 7th Grade, General Education students had a median growth of 106% compared to the Special Education students, whose median progress was 159%, which exceeded the target on this specific grade level by 53%. In addition, students who are identified as Special Education Only and ELL Only exceeded the growth of the General Education Population growth of 106%, making a median annual growth of 159% and 275%, respectively.
- Finally, in 8th Grade, the median progress of students identified as Special Education/ ELL was 123% compared to the General Education population which had a median growth of 72%, which also exceeded the target by 51% in 8th Grade.

3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?

As presented in the table titled, "iReady Reading End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 86% over the course of the year. This was higher than the median typical group percent of **all** students, which was 80%. This progress of a median growth of 86% was more than half a year's growth, which was the approximate equivalent of the 2020 - 2021 school year amount of teacher led instruction.

The placement of 209 out of 429 (49%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for

the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth. The students with low initial absolute achievement demonstrated growth throughout the year, which was 6% higher than the median percent growth of all students.

4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

Based on the data collected and presented in the table below titled “Reading iReady Diagnostic Assessment 2020 - 2021”, 20% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 2% higher than the percent of all students, which was 18% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

Reading iReady Diagnostic Assessment 2020 - 2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
3				
4				
5	9%	66		
6	16%	122	15%	53
7	23%	124	23%	124
8	23%	118	23%	118
All	18%	430	20%	295

With 20% achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, “Reading iReady Diagnostic **Growth** 2020 - 2021 - % of Students Mid, Late, or Above Grade Level,” that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 11% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic and increased 7% by the end of year diagnostic. Students enrolled in at least their second year Students that had an initial placement of Mid - On or Above grade level was 13% and increased to 20% by the end of the year. This also demonstrates a 7% increase for the school year.

Reading iReady Diagnostic Growth 2020 - 2021 *% of Students Mid, Late or Above Grade Level				
	All Students		Enrolled In their Second Year	
Grades	Beginning of Year Diagnostic	End of Year Diagnostic	Beginning of Year Diagnostic Two or More Years	End of Year Diagnostic
3				
4				
5	0%	9%		
6	12%	16%	11%	15%
7	13%	23%	13%	23%
8	16%	23%	16%	23%
All	11%	18%	13%	20%

In the 2018-19 school year, NWP expanded its grade configuration and served 5th grade students for the first time. The result of this expansion was just one grade level, 5th grade, composed entirely of students enrolled at the school for less than one year when taking the iReady End of Year ELA Diagnostic. When reviewing NWP’s 2020-21 ELA results, the grade with the lowest percentage of students achieving proficiency on the exam was the students in their first year at the school in 5th grade. As you can see from the table above, 0% of 5th Grade students performed at Mid - On Grade Level or Above on their beginning of year diagnostic and 9% on their end of Year Diagnostic, increasing 9%. Students in 6th Grade - 8th Grade enrolled in their second year, for example, 11%, 13%, and 16% of students performed on Mid - On Grade Level or Above on their beginning of Year Diagnostic. When comparing the percentage of students achieving proficiency in grades 5-8 the grades composed mostly of students enrolled at the school for at least two academic years, the percentage is significantly higher than the grade where students have been enrolled at the school for only one year.

In analysis of the data presented in the table titled, “Reading iReady Diagnostic Growth 2020 - 2021,” when students were administered their first iReady ELA Diagnostic, the percent of students performing at Mid - On Grade Level or Above was low. This is often the case in ELA because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the grade level concept. The fact that students completed the last three months of the previous year remotely could have attributed to the low percentage of students performing at Mid - on grade level or above. In addition, student

instruction was disrupted multiple times of moving from Hybrid learning to 100% virtual due to COVID Cases.

Although NWP did not meet its targets for ELA, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady ELA Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of ELA on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases.

The time needed to administer these assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of ELA live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

Supplemental Additional Quantitative Evidence

NWP School Wide Reading Median Percent Growth At A Glance	
Grades K - 2	69%
Grades 5 - 8	80%
NWP	74%

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Reading Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (69%) and 5 - 8 (80%) making more than half a year's worth of growth.

iReady Reading Diagnostic Performance At A Glance Percent of Students Mid - On Or Above Grade Level			
	Beginning of Year Diagnostic	End of Year Diagnostic	Growth
K - 2	12%	27%	15%
5 - 8	11%	19%	8%
NWP	11%	21%	10%

As presented in the table above titled, "iReady Reading Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 10% from their beginning of year diagnostic placement. The largest increase was in grades K - 2 with 15%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 21% of the student population at NWP were able to achieve grade level proficiency.

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	67%	75	71%	47	48%	23	47%	9
1	67%	65	68%	42	62%	16	70%	10
2	74%	51	84%	36	15%	9	72%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	65%	18	55%	4	35%	5		
1	82%	13	76%	7	63%	3		
2	12%	6	57%	4	72%	3		

The table above titled, “Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year Grades K - 2,” presents the growth made by grade levels in grades K - 2 as well as the subgroups.

Some areas of growth to highlight include:

- All grade levels in K - 2 as a whole made more than half a year’s growth, having a median growth of 67%, 67%, and 74% respectively.
- In the first grade, 55 out of 65 students (84%) were enrolled in their second year and had a median growth percent of 67%.
- There are multiple subgroups in 1st Grade that outperformed the grade level as a whole. These subgroups include General Education (68%), Special Education Only (82%), All ELL(70%), and ELL Only (76%).
- In the 2nd grade, it is noted that 43 out of 51 students (84%) are enrolled in at least their second year. 2nd grade as a whole has the highest median growth at 74% and their General Education Population had a median growth of 84%, which was higher by 10%.

Reading iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
K	320%	61	67%	75
1	176%	49	67%	65
2			74%	51
ALL	267%	110	69%	191

The table above titled, “Reading iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Reading Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live ELA session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 69% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

Reading iReady Diagnostic Assessment 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
K	28%	75		
1	26%	65	27%	55
2	25%	51	26%	43
ALL	27%	191	27%	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, “Reading iReady Diagnostic Assessment 2020 - 2021,” presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 27% in all grade levels and for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, “Reading iReady Diagnostic Assessment Growth 2020 - 2021,” displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 15% at the end of the year. Students enrolled in at least their second year, increased by 20%. The amount of increase made on each grade level is: Kindergarten - 14% increase, 1st Grade - 12% increase by All Students and 18% increase by students enrolled in their second year,

2nd Grade - 21% increase by all students and 21% increase by students enrolled in at least their second year.

Reading iReady Diagnostic Assessment Growth 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic
K	14%	28%		
1	14%	26%	9%	27%
2	4%	25%	5%	26%
ALL	12%	27%	7%	27%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	429	80%	NO
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	209	86%	NO
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with Disabilities	83%	131	81%	NO
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	294	20%	NO

In Grades 5 - 8, the data collected from the End of Year Diagnostic did not meet the targets set. The target for Measure 3 differentiated from the results by only 2%.

ACTION PLAN

During the 2021- 22 school year the focus will be to ensure a continuous rigorous alignment to Common Core Learning Standards and Next Generation Standards (pending) as well as with Engage NY.

In order to continue to assist our students achieve ELA proficiency and beyond, New World Prep has reviewed its present ELA instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our program. We will also offer additional programs in order to support our students' ELA growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten through 2nd, and 5th through 8th grades. A review of the 5th through 8th grade curriculum will take place in order to make any necessary adjustments based on data. With the intent to return to 100% in person learning, curriculum maps, unit plans, and lesson plans will be adjusted to allow for a deeper and more thorough implementation of the grade level standards.

With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of nonfiction texts. An additional ELL Teacher will be hired to support ELL services. In addition, our ELL consultant's coaching responsibilities will be increased in order to support ELA teachers and programs. Additional resources for the ELA program are being considered.

During the 2021-22 school year, the school will continue to implement the Houghton Mifflin curriculum Journeys to all of our Kindergarten, 1st, and 2nd grade students, as well as 5th and 6th grade students. Journeys will also be the primary curriculum in our new 3rd grade.

Journeys provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success. Coaching days for the Journey's curriculum provided by the HMH company will be provided to ensure continued effective implementation of the program.

We will continue to implement an additional ELA program, iRead, and strategies to support the *Journeys* curriculum that enhances the focus of our school intervention program in grades Kindergarten, 1st and 2nd. Similarly to the Journey's program, Coaching days will be provided for the iRead program through the HMH company to ensure continued effective implementation of the program. In addition, during the 2021-22 school year, all students in grades K - 3 will be administered the Reading and Phonics Inventories Assessment 3 times

throughout the year to monitor their Reading progress. This additional assessment will provide teachers with another individualized reading data point (student Lexile Level) which will allow them to monitor their ELA proficiency and provide targeted intervention or enrichment as needed.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and areas needed for improvement in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weaknesses and to move towards ELA and/or Math proficiency.

For the 2021-22 school year, students in grades Kindergarten through 2nd grade and for the first time 3rd grade students will be administered the ELA iReady Diagnostic Exam three times throughout the year. Students in grade 5 - 8 will continue to be administered the iReady ELA Diagnostic exam three times throughout the year in addition to utilizing the iReady instruction component of the program. This will allow ELA teachers to offer more individualized assistance through iReady and as they move to small instructional groups. For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math.

Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments

During the 2021-22 school year NWP will return to the full format of the Literacy Leaders Program, which had to be altered due to the needed change in learning modalities in the 2020 - 2021 school year. The Literacy Leaders Program at NWP allows staff members and students to become leaders of literacy. The program aims to improve student performance, specifically in reading. Students receive skill-based instruction to develop their reading and writing proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading, writing, speaking, and listening. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups, as well as individually. Teachers receive ongoing

professional development to develop and share their skills as well as to maximize the effectiveness of their instruction throughout the year.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics and problem solving.

BACKGROUND

Each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. In grades K, 1, 2, 5, and 6 the Houghton Mifflin Harcourt's *Go Math!* curriculum is implemented. It is a comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points). The program emphasizes big ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this *Go Math!* curriculum found a strong alignment to the common core standards. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provide varied modes of curriculum-embedded assessments that are well sequenced. The materials also provide strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners, including ELL students and student's whose home language is not English. In addition, response to intervention is embedded in the program to support diverse learners.

Similar to *Journeys*, *Go Math!* also includes an online component entitled, *Think Central*. This program improves our connection between home and school and increases the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program also supports the tutorial support components of our Comprehensive Intervention Program.

In an effort to create a challenging seventh, eighth grade and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum

Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to the Common Core and New York State Learning Standards (Next Generation Mathematics Learning Standards Pending) and include all of the domains our students must develop an understanding of, including: ratios and proportions, the number system, expressions and equations, probability and statistics, geometry, and functions (8th Grade).

Students also have the opportunity to take an accelerated two-year Algebra Sequence, which culminates with students taking the New York State Algebra Regents. While developing unit plans and lesson plans, teachers work together to identify the critical content the standard is addressing and determine which resource is the best to use for that content. Teachers plan and use a variety of monitoring techniques throughout the lesson and the unit to check for student understanding and mastery of the critical content. These strategies include, circulating with a clipboard to record observations, scaffolded questioning, partner practice, and think-pair-shares. The school provides two periods of math each day.

At each grade level, students learn how math relates to the real world. Students are engaged in using logic, problem solving skills, and algebraic reasoning to solve cognitively complex real-world application tasks, while also mastering basic fundamental skills. At the end of each unit, students working in organized groups complete a culminating multi-step task, which incorporates multiple standards covered throughout the unit and which can be applied to the real world.

In Grades 5 - 8, a cross-curricular, culminating *Day of Excellence* project, an annual event in June, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

Assessments

- Math iReady Diagnostic

Throughout the year all students were administered 3 Diagnostic Exams in Math, through the iReady - Curriculum Associates Program, in grades K - 8. The data gathered from this diagnostic exam was used to determine and monitor the Math intervention/enrichment support needed for students both in the classroom and for after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set for each student.

Students that were in the Hybrid learning model took the diagnostic in their Math classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their Math teacher.

- Math Benchmark Assessment (Fall, Winter, and Spring)

Common Core standards aligned Math assessments are given to students in grades 5-8 three times per year. The standards that were identified as focus standards are re- assessed using past state exams released questions. Grade teams analyze the data to determine whether students are on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Grade level teams also analyze the data to identify grade level focus standards that

students need more support with and adjust their instruction to explicitly reteach these standards at strategic points throughout their lesson. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and next steps for instruction were determined by the Math team.

- HMH Math Inventory

All students in Kindergarten through 2nd Grade took the Math Inventory in February 2021 and May 2021 on their remote (off-campus) days during their Math Intervention period, supervised by their class' Teacher's Assistant. The HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student.

- Incoming Kindergarten Screener (Math Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20 minute screener. This assessment gives us information on student's ability to identify numbers up to 20, on how far they can count, as high as they could (capping at 100), and basic shape identification. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school will continue its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade level meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on the Houghton Mifflin Harcourt program's curriculum *Go Math!* was provided to the faculty throughout the school year. For the 2020-21 school year additional professional development days were identified to support the roll out of this new curriculum (2nd grade) and the teachers' learning of all of its components. A consultant knowledgeable on the curriculum supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In addition, a Math Consultant who has been with the school for eight years, continued to come on campus and provide coaching support to Math teachers in all grades once per week. Support around planning, instruction, data analysis was included on the coach's agenda. Throughout the year, Math Teachers met with their Assistant Principal during bi-weekly Scholar Achievement

Meetings (SAMs) where current data (classroom and school wide) were analyzed and next steps decided on instruction.

- Scholar Achievement Meetings

Scholar Achievement Meetings with Math teachers were held bi-weekly by the Assistant Principals. The data reviewed in SAMs included Math State Exam Scores, iReady Diagnostics performance levels, Math Inventory Proficiency Levels and performance, Benchmark Assessments, and formative and summative classroom assessments. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming Vertical Team meetings. The Vertical Team Meetings provided an opportunity for Mathematics Teachers (General and Special Education) to communicate regularly, vertically aligning curricula as well as differentiating instruction to ensure students have the prerequisite knowledge to navigate the following grade level's Mathematics curricula with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided time, space, and place for best practices and resources to be shared. Cross-curricular projects were also developed in collaboration with other team members/content-area teachers.

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with administration weekly to review school wide goals and planning for upcoming grade level meetings. Grade level team meetings provide an opportunity for collaboration among all teachers of a grade level. During the Grade level team meetings, the academic progress of all students is discussed and strategies to support students who are at risk are shared amongst teachers, implemented and monitored. In addition, data is shared and reviewed. When the team meets weekly during Kid Talk, using the data provided, counselors and teachers work collaboratively to monitor student academic and social emotional progress. Also taking place during grade level teams, opportunities for cross curricular planning are shared and thematic projects are planned for including the Day of Excellence culminating project.

Changes In School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received Math Intervention on their remote days.

All students K-8 received two hours of Math instruction on in-person days. Students in grades 5-8 received one hour to complete Math assignments on remote days. Students in K-2 received one hour for their Math assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their Math assignment.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digit resources such as Delta Math, Prodigy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula for the Go Math program in grades K - 6 contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) Math Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Math Inventories and ThinkCentral resources were provided and data was reviewed.

METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady Math Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. All students, both virtual and hybrid, completed their End of Year Math Diagnostic during Math class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for 2020-2021's End of Year iReady Math Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' Math classes. Hybrid students completed this in person while virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 98.8% completion rate for K-2 and 5-8 students:

Math iReady Diagnostic Assessment End of Year Participation 2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	1	121
7	5	119
8	1	119
All K - 8	7	616

RESULTS AND EVALUATION

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	425	111%	YES
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	173	107%	NO
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities	121%	114	92%	NO
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	295	27%	NO

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	63%	66	81%	38	39%	21	50%	12
6	107%	121	107%	81	107%	28	114%	28
7	150%	119	167%	85	54%	29	146%	14
8	142%	119	143%	84	138%	30	151%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	30%	16	50%	7	0%	5		
6	79%	11	133%	11	113%	17		
7	92%	20	233%	5	27%	10		
8	107%	22	80%	6	245%	8		

1. Did students grow at the normed rate according to the beginning of year baseline score?

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady Math diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 111% towards their Annual Typical growth goal set by the iReady program.

This median annual growth exceeded the normed rate of 100% according to the beginning of the year baseline score. Using the data from the first two columns in the table provided titled, “Math Median Percent of Annual Typical Growth 2020 - 2021,” grades 6th through 8th grade exceeded the target with median annual growths of 107%, 150%, and 142% respectively. In 5th grade, more than

Math iReady Diagnostic Assessment Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021	Number Tested
3				
4				
5	106%	60	63%	66
6	129%	132	107%	121
7	142%	125	150%	119
8	129%	120	142%	119
All	125%	437	111%	425

half a year's progress was made with a median annual growth percent of 63%. Through the use of the Go Math and Engage NY aligned curriculums to grade level standards in addition to the multiple interventions in place to support student's academic math progress, teachers were able to present instruction to students to help them achieve throughout the year, even though there were many challenges faced with the hybrid and 100% virtual learning models, including the inconsistent daily in person instruction.

In comparing the median annual growth percent to the previous school year, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a year's growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth of 111%, is 11% more than a year's worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 125% compared to the 111% annual growth made during the 2020 - 2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year's worth of in person instruction.

2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?

Based on the data collected and presented in the table titled "iReady Math End of Year Diagnostic 2020 - 2021" the median annual growth of Students with Disabilities was 92% compared to the median annual growth of General Education students, which was 121%. Although the median annual growth did not exceed the General Education population, the difference was 29%. However, it is evident that the Special Education population made more than half a year's growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The average growth of the General Education population in grades 6th through 8th grade were all higher than one year's worth of growth. The median growth made by the General Education population on each grade level was 107%, 167%, and 143%, respectively. In addition, the General Education population in grades 7th (167%) and 8th (143%), exceeded the overall 5th - 8th Grade General Education population's median growth of 121%.

- The English Language Learners only in grades 6th and 7th also exceeded the growth of the General Education population of 121%, with a median growth rate of 133% and 233%, respectively.
- The Special Education population in 6th Grade made the same median growth as the 6th Grade General Education population, which was 107%.
- The median growth of the Special Education population in 8th grade was 138%, which exceeded the median growth made by the 5th through 8th grade General education population of 121%, by 17%.
- In 8th Special Education / English Language Learners exceeded the median growth of the General Education Population of 121%, with an annual growth median of 245%, which was 124% higher.

3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?

As presented in the table titled, "iReady Math End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 107% over the course of the year. This compared to the median typical group percent of **all** students, which was 111% and has a difference of 4%. This progress of a median growth of 107% was more than a year's growth, even with the hybrid and 100% virtual learning models. It is evident that the low initial achieving students made a median of 107% growth throughout the school year with the use of targeted interventions in person and remotely as well as inside and outside of the classroom.

The placement of 209 out of 429 (40%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth.

4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

Based on the data collected and presented in the table below titled "Math iReady Diagnostic Assessment 2020 - 2021", 27% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 5% higher than the percent of all students, which was 22% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

Math iReady Diagnostic 2020 - 2021				
*% of Students Mid, Late or Above Grade Level				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
3				
4				
5	3%	66		
6	16%	121	9%	53
7	28%	119	28%	119
8	33%	119	33%	119
All	22%	430	27%	295

With 27% of students enrolled in at least their second year and 22% of all students achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, “Math iReady Diagnostic **Growth** 2020 - 2021 - % of Students Mid, Late, or Above Grade Level,” that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 10% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic . This increased 12% by the end of year diagnostic with 22% of students achieving grade level proficiency. In addition, 11% of students enrolled in at least their second year were placed Mid on or above grade level on the beginning of the year diagnostic and 27% at the end of the year, increasing the number of students achieving grade level proficiency by 16%.

Math iReady Diagnostic Growth 2020 - 2021				
*% of Students Mid, Late or Above Grade Level				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic
3				
4				
5	0%	3%		
6	4%	16%	0%	9%
7	8%	28%	8%	28%
8	26%	33%	26%	33%
All	10%	22%	11%	27%

When students were administered their first iReady Math Diagnostic, the percent of students performing at Mid - On or Above grade level was low compared to the end of the year diagnostic assessment. This is often the case in Math because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the concept. The fact that students completed the last three months of the previous year remotely attributed to the low percentage of students performing at mid, late or above grade level. In addition, student in person instruction was disrupted multiple times throughout the 2020 - 2021 school year because of the need to move from Hybrid learning to 100% virtual due to Covid Cases.

Although NWP did not meet its target of 75% for students enrolled in at least their second year on the the End of Year iReady Diagnostic assessment, it was evident that growth was made. For all students, there was a significant increase in the percent of students achieving grade level proficiency. In 6th grade it was a 12% increase (all students) and 7th Grade in a 20% increase (all students and students enrolled in at least their second year).

Although NWP did not meet all of the targets for Math, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady Math Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of Math on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases. The time needed to administer the iReady diagnostic assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of Math live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Delta Math, Kahoot, Prodigy, Khan Academy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

Supplemental Additional Quantitative Evidence

NWP School Wide Math Median Percent Growth At A Glance	
Grades K - 2	55%
Grades 5 - 8	111%
NWP	83%

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Math Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (55%) and 5 - 8 (111%) making more than half a year's worth of growth.

iReady Math Diagnostic At A Glance Percent of Students Mid - On Or Above Grade Level			
	Beginning of Year Diagnostic	End of Year Diagnostic	Growth
K - 2	12%	16%	4%
5 - 8	11%	22%	11%
NWP	12%	20%	8%

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	75%	75	66%	47	78%	23	31%	9
1	45%	65	61%	42	14%	16	52%	10
2	54%	51	60%	36	27%	9	50%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	80%	18	56%	4	25%	5		
1	14%	12	69%	7	24%	3		
2	12%	6	52%	4	50%	3		

As presented in the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 8% from their beginning of year diagnostic placement. The largest increase was in grades 5 - 8 with 11%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 20% of the student population at NWP were able to achieve grade level proficiency.

The students in grades K - 2 had median growth percentages that differed from grades 5 - 8. This difference can be directly attributed to the need for consistent, daily face to face instruction that was unable to be provided this school year because of the pandemic. This is particularly true for our K-2 student population. Families are not always able to provide the necessary support at home because of other responsibilities with work, etc. Although only 16% of students in grades K - 2 attained proficiency on their End of Year Diagnostic, according to the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level" it is evident that growth was made, throughout the year.

Some areas of growth to highlight include:

- Grades K and 2 made more than a half year's growth.
- The Kindergarten Special Education population had the highest median growth of 80% out of all of the subgroups. In addition, the Special Education Population had a higher median growth percent than the general education population as well as the grade level as a whole.
- In 1st grade, the whole English Language Learner population had a higher median growth of 52% compared to the grade level as a whole with a median growth of 45%.

Math iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
K	369%	56	75%	75
1	166%	46	45%	65
2			54%	51
ALL	300%	102	55%	191

The table above titled, “Math iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Math Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live Math session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 55% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

Math iReady Diagnostic Assessment 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
K	25%	75		
1	15%	65	15%	55
2	4%	51	5%	43
All K - 2	15%	191	10%	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, "Math iReady Diagnostic Assessment 2020 - 2021," presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 15% in all grade levels and 10% for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, "Math iReady Diagnostic Assessment Growth 2020 - 2021," displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 3% at the end of the year. Students enrolled in at least their second year, also increased by 3%. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students to allow more students to achieve grade level proficiency.

Math iReady Diagnostic Assessment Growth 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic
K	17%	25%		
1	11%	15%	9%	15%
2	6%	4%	5%	5%
All K - 2	12%	15%	7%	10%

Algebra 1 Regents Assessment 2020 - 2021	
Number of Students Eligible to Take the Regents	25
Number of Students Who Took the Regents	13
Number of Students Who Opted out of the Regents	7
Percent of Students Who Passed the Regents	100%

8th Grade Students who are enrolled in the Accelerated Algebra Regents Course were given the option to take 2020-2021's Algebra 1 Regents in June. Students were encouraged to take the regents exam. In the end, 52% of the students eligible to take the regents opted to take the exam. Out of the students who took the regents assessment, all 13 students received a passing score of 65% or

higher. Furthermore, out of the 13 students who took the regents assessment, 69% of students received above 80%. It is evident that although many challenges were faced during the 2020-2021 school year with the hybrid model of learning and unpredictable movements to 100% virtual, disrupting the hybrid in person learning environment, students were able to overcome these challenges and achieve proficiency on this assessment.

In order to provide the targeted support and instruction needed for the Algebra students to demonstrate proficiency of the Algebra 1 standards, an Interim Assessment was administered to all Algebra 1 scholars in May. On the interim assessment, out of the 25 students who took the assessment, all students receive a passing score of above 65%. 13 out of the 25 (52%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual needs of the students and their progress towards proficiency on the grade level Algebra standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. All students enrolled in the course participated in the Interim Assessment and all students received a passing score.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	425	111%	YES
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	173	107%	NO
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities	121%	114	92%	NO
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	295	27%	NO

In grades 5 - 8, based on the target's set for the End of Year iReady Diagnostic Measures 1 - 4, Measure 1 was met since the median growth was 111%, compared to the target of 100%. Although not met the Measure 2 results differed from the target by only 3%. Measures 2 - 4 were not met.

ACTION PLAN

In order to continue to assist our students achieve Math proficiency and beyond, New World Prep has reviewed its present Math instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our present program. We will also offer additional programs in order to support our students' Math growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten, 1st, 2nd, and 5th through 8th grades.

All students in grades 2, 5 and 6 were assessed using the Houghton Mifflin Harcourt Math Inventory. This allowed for each student's progress in math concepts and skills to be monitored and analyzed and classroom interventions implemented. In the 2020 - 2021 school year, the intervention program, Do the Math was implemented in grades 1 - 2, but recently we were informed that this program is being discontinued. A new research based math intervention program is currently being explored before being adopted and implemented in grades 1 and 2.

In planning for the 2021 - 2022 school year, Houghton Mifflin Harcourt Math 180 intervention program will be implemented once again to provide additional support in Mathematics in grades 5 and 6. Because of the changes in learning modalities for the 2020 - 2021 school year, the Math 180 program was unable to be fully implemented. Math 180 is a revolutionary math intervention program that focuses on deepening student's understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Students progress—through carefully scaffolded instruction—from the basics to more complex operational work. Students are identified for their participation in the intervention program based on their performance on the Math Inventory. As students progress is monitored throughout the lessons and tasks provided by the program as well as through the use of the Math Inventory, which is administered two more times throughout the year. The data gathered through the inventory assessment will be monitored and analyzed and necessary next steps determined.

In addition to the Math 180 Intervention program, an additional Title 1 Math teacher will be hired for the 2021 - 2022 school in order to support students who are identified as Title 1 in Math. Based on the students performance on the iReady Math Diagnostic at the beginning of the year in addition to their Math Inventory (In grades 1 - 6), students will be identified to receive Title 1 Math services. The Title 1 Math teacher will provide additional support for students who are considered at risk in Mathematics by implementing research based strategies to supplement the classroom instruction.

During the 2021-22 school year, the school will continue to implement the Houghlin Mifflin curriculum *Go Math!* to all of our Kindergarten 1st, 2nd, and 3rd grade students, as well as 5th and 6th grade students. *Go Math!* will also be the primary curriculum in 2nd grade.

GO Math! provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success.

A review of the 5th through 8th grade and Algebra curricula, will take place in order to make any necessary adjustments based on data. With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of real-world applications and word problems. An additional ELL Teacher will be hired to support ELL services.

In all grades, K - 8, the iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weaknesses in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency in grades 5 - 8. For the 2021-22 school year, students will continue to make use of our iReady program as part of their blended learning experience. This structural change will allow math teachers to offer more individualized assistance through iReady and as they move to small instructional groups.

For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math. Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments.

For the 2021 - 2022 school year, the Math Consultant as well as the Assistant Principals will continue to work closely with teachers in all grade levels to support their classroom instruction and alignment to grade level standards, assessment development, and data analysis. This will allow for teachers to utilize the formative and summative data to provide targeted interventions within the classroom in order to support all student achievement. The intent to return to 100% in person learning 5 days a week, will provide for greater consistency in instruction and will allow for necessary support to be implemented for all students.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

In the 2019-2020 school year, the Amplify Science Program was fully implemented in Grades K, 1, 5, 6, 7, and 8 for the first time. Thus, during the 2020-2021 school year, Amplify was in its second year of implementation. We selected this curriculum because it is aligned to the Next Generation Science Standards and is developed through a partnership between Amplify, a leader in technology integration and University of California Berkeley's Lawrence Hall of Science – known for their research-based science curriculum. Amplify Science was named a 2018 CODiE Award finalist for best science instructional solutions and best Emerging technology solution categories.

Each unit of study offers our teachers a detailed curriculum with embedded formative assessments, inquiry-oriented investigations, online simulations and apps, literacy activities and readings to engage our students in the multimodal, 3-Dimensional (NGSS) learning of science. The units are aligned to the New York City Department of Education Science Scope and Sequence and will allow our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours, three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year,

the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation standards (Science).

Assessments

- NYS Grade 8 Science Written Interim Assessment

The Standards aligned assessment is given to all 8th grade students in the spring time each school year. It is given to measure student understanding of intermediate-level science content and concepts so far in the school year. Science teachers analyze the data to determine whether students are on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school will continue its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade level meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc. During the 2020-2021 school year, the Science Team met for a full two hours once a month to deepen their understanding and implementation of Amplify as well as creating standards based assessments and reviewing data from the assessments.

In addition, a Science Consultant who has been with the school for eleven years, continued to come on campus and provide coaching support to Science teachers in all grades once per week. Support around planning, instruction, data analysis were included on the coach's agenda.

Changes in the School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: Students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model, the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model of instruction attended school for in-person instruction two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received their Science class. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students who opted for full 100% Virtual Online learning followed the same schedule as their cohort (In- person and remote learning). When the cohort met for in-person instruction, the students who were working 100% Virtually received virtual content area instruction in Science through the use of Live Virtual Instruction sessions, from their teachers. Students in grades 5-8 received one hour of Science instruction on in-person days and received 30 minutes to complete Science assignments on remote days. Students in K-2 received one hour of Science instruction on in person days two to three times per week and received one hour for their Science assignment on remote days with the support of a Teacher Assistant two to three times.

NWP continued to use curricula that are research based and aligned to the Next Gen Standards and the New York State Common Core Learning Standards. Teachers implemented digital resources to maximize and supplement their instruction through the use of the NWP Science Website, Amplify's Digital Resources, Gimkit, Gismo, Edpuzzle, just to highlight a few. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Amplify updated their curriculum and developed @Home supports to assist in the continuity of science instruction in both the remote and hybrid learning models. During the 2020-2021 school year, New World Prep utilized Amplify's @Home Videos, @Home Units, Hands-on videos, and digital book access and/or Read-Aloud videos.

METHOD

During the 2020-2021 school year, the school administered the written New York State Science Assessment to students in 8th grade in spring 2021. Each student's raw score was converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

On the 2020-2021 state assessment exam, which only included multiple choice responses, 32% of NWP students, in at least their second year at the school, performed at a proficient level. Since New York State did not administer the Science Exam during the 2019-20 school year, there is no comparative measure to the year prior. The district results for the state science assessments have not been released at this time. Thus, there are no comparative measures to report.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency			
	2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	N/A	N/A	32%	93
All	N/A	N/A	32%	93

The lower level of proficiency could have been attributed to the numerous factors including the different learning models and the students not being in school in person five days a week. In addition, the Amplify Science curriculum modified their original curriculum to the @Home units. The units featured key activities from the main unit that were optimized for remote learning, all while taking approximately 50% less instructional time compared to the original Amplify Science unit. Each @Home Unit included a Teacher Overview, a Family Overview, and both digital and print-based options for student materials (which include slides and student sheets). The Family Overview and the student materials are available in both English and Spanish. While the materials in the @Home Units were implemented during the Hybrid learning model, it curtailed some of components from the original Amplify units.

Also, Amplify Science utilized @Home Videos which are recordings of real Amplify Science teachers teaching the lessons in Amplify Science units. This was assigned for students to follow along on their Remote days. These videos supported the flipped classroom learning, and reinforced learning for students who would benefit from hearing lesson content more than once. However, it was not interactive or provided the level of support that synchronous lessons would provide.

ADDITIONAL CONTEXT AND EVIDENCE

While the school performed at a 56.1% proficiency level in the 2017-2018 school year and a 46% proficiency level in 2018-2019 school year, it is important to note that the state did not administer the Performance part of the exam during the 2020-2021 school year. The exclusion of the Performance Exam could have contributed to the decrease in proficiency level for the 2020-2021 school year.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2017-18		2018-19		2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	56.1%	123	46.0%	111	N/A	N/A	32%	93
All	56.1%	123	46.0%	111	N/A	N/A	32%	93

During the 2017-2018 and 2018-2019 school year, New World Prep administered the Science state exam to 100% of the students in 8th grade. However, during the 2020-2021 school year, New World Prep administered the 8th grade Science Exam to 93 of the 120 8th grade students. These 78% of students followed the Hybrid model allowing the school to administer the test in person. The 27 students who did not take the exam followed the school’s 100% virtual model, however, all students were given the opportunity to take the NYS Science assessment if they preferred to take it.

Living Environment Regents Assessment 2020 - 2021	
Number of Students Eligible to Take Regents	17
Number of Students Who Took the Regents	8
Number of Students Who Opted out of the Regents	9
Percent of Students Who Passed the Regents	100%

In addition to the Grade 8 Science State Assessment, the Living Environment Regents Assessment was administered in June, to students who were enrolled in the Living Environment Course and opted to take the Regents. In the table below titled, Living Environment Regents assessment, it is evident that all of the students who took the assessment scored proficiency on the assessment, overcoming the challenges faced with this school year. Out of the students who took the regents assessment, all 8 students received a passing score of 65% or higher. Furthermore, out of the 8 students who took the regents assessment, 50% of students received above 80%. In order to support student’s performance in this accelerated course, multiple interventions with additional instructional time were put in place throughout the year to support student’s learning in the Living Environment Course because of the loss of live instructional time because of the hybrid model.

In order to provide the targeted support and instruction needed for the Living Environment students to demonstrate proficiency of the Living Environment standards, an Interim Assessment was administered to all Living Environment scholars in May. On the interim assessment, out of the 18 students who took the assessment, 16 received a passing score of above 65%. 9 out of the 18 (50%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual

needs of the students and their progress towards proficiency on the grade level Living Environment standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. 18 students enrolled in the course participated in the Interim Assessment and 16 received a passing score.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Using the measurements provided in prior years below, NWP did not achieve its absolute goal and its comparative goal could not be measured, as the district 8th grade science score is not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

In order to continue to assist our students achieve proficiency in Science, New World Prep has reviewed its present Science instructional practices. Beginning with the 2021-22 school year, NWP will be serving Kindergarten, 1st grade, 2nd grade, 3rd grade, as well as 5th through 8th grades. Several action steps will be implemented for the 2021-22 school year that strengthens our present program.

Across grades K, 1, 2, 3 and 5-8, the science coach and teachers will receive additional targeted professional development by implementing Amplify, which is aligned to the newly adopted -NGSS, in all grade levels. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

During the 2021-2022 school year, the school will be using The Amplify NGSS Benchmark Assessments in grades 5-8 to help teachers measure student progress toward the three dimensions and the performance expectations of the Next Generation Science Standards (NGSS). The data provide important insight into how students are progressing toward mastery of different standards ahead of high-stakes, end-of-year- assessments.

We will continue to offer students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high-level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

Greater exposure to the format and content of the State Exam will continue to be implemented. The science department is committed to fostering student awareness and confidence in test taking strategies aimed at the culminating middle school exam in eighth grade. To do this, all students during the 2020-2021 school year will engage in review of past state test questions where appropriate in lessons across all science modules. We believe that as students approach the eighth-grade exam, they will be more prepared for the type and format of the written and performance exams.

Also, if available again in the 2021-2022 school, our students will participate in the College of Staten Island STEP summer and Saturday programs. STEP is an enrichment program that services students from Staten Island in grades 7 through 12, who demonstrate an interest in and have a potential for a career in the fields of science, health, engineering, technology, and the licensed professions come to the College of Staten Island and engage in science, math, computers, communication arts, PSAT, SAT, and college prep with an interdisciplinary learning approach. The STEP Program focuses on helping students to build self-esteem and develop positive behaviors toward learning. We believe that students will begin to understand the processes of learning science and math by encouraging them to strive and aim for good grades throughout their secondary school years. Students will then have a broader range of choices when pursuing a career.

With the addition of our Kindergarten, 1st grade, 2nd grade, and 3rd grade students for the 2021-22 school year, and the addition of a 5th grade in the 2018-19 school year, we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These learning experiences and our curriculum adoption of Amplify Science will strengthen student learning specific to the *science practices*, including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas*, and identifying the *cross-cutting concepts* found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our additional grades engage in science across all three dimensions of learning through effective curriculum development and instruction, will result in our fifth graders being prepared to learn science at the middle school level. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met the measure of being in Good standing for the 2020 - 2021 school year.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good
2019-20	Good
2020-21	Good