



**Our World Neighborhood Charter
School II**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Brian Ferguson (CEO), prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

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Brian Ferguson has served as the Chief Executive Officer since 2002.

SCHOOL OVERVIEW

OWN Charter School 2 firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter School 2 has created a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose.

While our culture arises from our mission, vision, and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies, and rituals that support, reinforce, and perpetuate the culture. OWN Charter School 2 believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem

solving

- Builds student and teacher commitment to and identification with the school
- Energies and motivates students and staff
- Focuses attention and behavior on what is important and valued.

The Pillars of a Positive Community ("Pillars") curriculum underpins the school culture and is designed to impart to students the values of our shared community. Pillars provides a construct by which the school imbues its ethical tenets in all that its stakeholders (administrators, teachers, children, families) do. Pillars draw the school community together by embodying its focus on the social-emotional and academic development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance, and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a linguistically, socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the Pillars to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

OWN Charter School defines discipline as helping children develop self-control, self-regulation, and self-motivation in a school community that is safe for all members. To

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ensure that an environment is created where teaching and learning can flourish, OWN Charter School has codified a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	49	30	18	0	0	0	0	0	0	0	0	0	0	97
2019-20	65	61	40	23	0	0	0	0	0	0	0	0	0	189
2020-21	61	69	57	40	24	0	0	0	0	0	0	0	0	251

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language.

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 5th grade students will be equal to or greater than 100%.

BACKGROUND

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and

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comprehend what they between the amount of reading done and reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN 2 also relies heavily on the EngageNY curriculum modules for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. OWN Charter School 2 students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective² and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

METHOD

During the 2020-2021 school year, OWN 2 administered iReady Assessments ("ELA") to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

RESULTS AND EVALUATION

The median percent progress to Annual Typical Growth was 0% and mean progress was 56% of all students in grades 3-8 for ELA. This is below the target for this measure. While the median growth is 0%, it does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. The school had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, the school strongly believe that the Annual Typical Growth must be understood within this context. The data presented includes a mean number for comparison that is more accurate though does not totally discount all of the above noted students who may have been assisted at home during remote assessment period.

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Goal 1: English Language Arts

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th 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.

METHOD

The school administered iReady Assessments ("ELA") to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

RESULTS AND EVALUATION

The median percent progress to Annual Typical Growth from students who were two grade levels below or greater was 42% and the mean percentage was 79%. This is below the targeted percentage for this measure.

While the median growth is 0%, it does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth has to be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all of the above noted students who may have been assisted at home during remote assessment period.

Goal 1: English Language Arts

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 5th 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 5th grade general education students at the school.

METHOD

The school administered iReady Assessments ("ELA") to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

RESULTS AND EVALUATION

The median growth of students of Students with Disabilities compared to the General Education population was 0% versus 0% respectively. The mean growth percentage of Students with Disabilities compared to the General Education population was 69% versus 55% respectively. This meets the measure as the students with disabilities percentage is equal to or greater than the general education students. In looking at the mean growth percentages of Students with Disabilities performed 14% better than their counterparts. Having ICT classrooms with SPED teachers on each grade levels are instrumental to this growth.

While the median growth is 0%, it does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth has to be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all of the above noted students who may have been assisted at home during remote assessment period.

Goal 1: English Language Arts

Measure 4: Each year, 75% of 3rd through 5th 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.

METHOD

The school administered iReady Assessments ("ELA") to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

RESULTS AND EVALUATION

Students enrolled in at least their second year of the school scored at the mid-on grade level or above in ELA at 32%. This is below the target for this measure.

This does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth must be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all the above noted students who may have been assisted at home during remote assessment period.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As indicated by the data in the charts in the Appendix and the narrative above, OWN 2 students in grades 3 and 4 did not meet the goals laid out in the accountability plan. While the children made some progress in their reading and writing skills it was insufficient to meet the targets.

ACTION PLAN

As the school attempts to recover from the devastating impact that the COVID pandemic had on its children, the school has adopted a multi-pronged approach. Firstly, the school is expanding the numbers and use of instructional coaches to help teachers with curriculum and assessment development that is data driven and targeted to meet the needs of each student, bringing them up from where they are to at least grade level. Secondly, the school will be investing a large portion of federal funding through the American Rescue Plan to provide one-on-one tutoring services in reading and writing. In addition, students will also be given targeted test preparation skills development.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

The teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter School students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument, and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one’s ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School must offer a balanced approach to instruction, OWN Charter School believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School’s students’ ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics. OWN Charter School draws heavily on the EngageNY Math modules to deliver math instruction in addition to the Go Math curriculum.

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 5th grade students will be equal to or greater than 100%.

METHOD

The school administered iReady Assessments (“Math”) to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

Math instruction was delivered both in school as well as via Zoom meetings to meet the needs of in person as well as remote students during the 2020-21 school year. This instruction was live meetings, small group and individual meetings. The initial assessments for Math were done with iReady assessment as well as internal quarterly assessments. Administrators and teachers at grade level meetings as well as one to one

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meetings reviewed the data from these assessments. A plan of action was determined by class and grade level to meet the needs of the group as well as individual students.

RESULTS AND EVALUATION

The median percent progress to Annual Typical Growth was 41% and the mean percentage was 55% of all students in grades 3-8 for Mathematics. This is below the target for this measure.

This does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth must be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all the above noted students who may have been assisted at home during remote assessment period.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th 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.

METHOD

The school administered iReady Assessments ("Math") to students in 3rd and 4th grades twice this year. The scores from June 2021 are noted in Appendix A.

Math instruction was delivered both in school as well as via Zoom meetings to meet the needs of in person as well as remote students during the 2020-21 school year. This instruction was live meetings, small group and individual meetings. The initial assessments for Math were done with iReady assessment as well as internal quarterly assessments. Administrators and teachers at grade level meetings as well as one to one meetings reviewed the data from these assessments. A plan of action was determined by class and grade level to meet the needs of the group as well as individual students.

RESULTS AND EVALUATION

The median percent progress to Annual Typical Growth was 41% and the mean percentage was 55% of all students in grades 3-8 for Mathematics. This is below the target for this measure.

This does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring

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showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth must be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all the above noted students who may have been assisted at home during remote assessment period.

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Measure 3: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th grade students with disabilities will be equal or greater than the median percent progress to Annual Typical Growth of 3rd through 5th grade general education students at the school.

METHOD

The school administered iReady Assessments ("Mathematics") to students in 3rd grade through 4th grade twice this year. The scores are noted in Appendix A and were derived from comparing the Students with Disabilities to the General Education population.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in Mathematics: Choose an item. iReady assessments

Math instruction was delivered both in school as well as via Zoom meetings to meet the needs of in person as well as remote students during the 2020-21 school year. This instruction was live meetings, small groups and individual meetings. The initial assessments for Math were done with iReady assessment as well as internal quarterly assessments. Administrators and teachers at grade level meetings as well as one to one meetings reviewed the data from these assessments. A plan of action was determined by class and grade level to meet the needs of the group as well as individual students.

RESULTS AND EVALUATION

The median growth of students of Students with Disabilities compared to the General Education population was 79% and 40% respectively. The mean growth of students of Students with Disabilities compared to the General Education population was 94% and 50% respectively. This meets the criteria of students with disabilities being equal or greater than their general education counterparts. There are ICT classrooms at each grade level with SPED teachers in those classrooms. The growth is nearly double for the Students with Disabilities and this is notable.

This does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard

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about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth has to be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all of the above noted students who may have been assisted at home during remote assessment period.

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Measure 4: Each year, 75% of 3rd through 5th 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.

METHOD

The school administered iReady Assessments ("Mathematics") to students in 3rd and 4th grades through 8th grade twice during the 2020-21 school year. The scores are noted in Appendix A and were derived from students at least their second year in the school that were mid on-grade level or above for the year-end assessment.

Math instruction was delivered both in school as well as via Zoom meetings to meet the needs of in person as well as remote students during the 2020-21 school year. This instruction was live meetings, small groups and individual meetings. The initial assessments for Math were done with iReady assessment as well as internal quarterly assessments. Administrators and teachers at grade level meetings as well as one to one meetings reviewed the data from these assessments. A plan of action was determined by class and grade level to meet the needs of the group as well as individual students.

RESULTS AND EVALUATION

Students enrolled in at least their second year of the school scored at the mid-on grade level or above in Mathematics at 25%. This is below the target for this measure.

This does not reflect the true growth of students. Many students were tested remotely in the Fall/Winter due to family choice and came into the school building in the Spring showed negative or zero growth. We had controls for remote testing yet saw and heard about parents and siblings assisting with the Fall/Winter assessment. As such, we strongly believe that the Annual Typical Growth has to be understood with this context. We have included a mean number for comparison that is more accurate though does not totally discount all of the above noted students who may have been assisted at home during remote assessment period.

SUMMARY OF THE MATHEMATICS GOAL

As indicated by the data in the charts in the Appendix and the narrative above, OWN 2 students in grades 3 and 4 did not meet the goals laid out in the accountability plan. While the children made some progress in their math skills it was insufficient to meet the targets.

ACTION PLAN

As the school attempts to recover from the devastating impact that the COVID pandemic had on its children, the school has adopted a multi-pronged approach. Firstly, the school is expanding the numbers and use of instructional coaches to help teachers with curriculum and assessment development that is data driven and targeted to meet the needs of each student, bringing them up from where they are to at least grade level. Secondly, the school will be investing a large portion of federal funding through the American Rescue Plan to provide one-on-one tutoring services in math. In addition, students will also be given targeted test preparation skills development.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Goal 3: Science

All students attending the Our World Neighborhood Charter School 2 will become proficient in their understanding and use of Science.

BACKGROUND

The National Science Teachers Association supports the notion that inquiry-based science must be basic in the curriculum of every elementary and middle school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. OWN Charter School's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science, and the Human Body.

OWN Charter School's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school, and beyond. OWN Charter School's curriculum allows students to build connections that link science to technology and societal impacts. Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

In the elementary grades OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School developed curriculum.

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Finally, leveled library books round out the instructional materials for science. Each classroom has a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media, and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but to provide additional opportunities for students to focus on their listening, speaking, reading, and writing skills.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th in June 2021. The school converted each student's raw score 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

The results of the NYS Science test are not available from NYS at this time therefore an evaluation of the scores is not completed.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The conditions of instruction this year, the need for social distancing, not sharing of equipment and tools, and the irregularity of student attendance and participation in many activities impaired the full implementation of the vibrant and hands-on science program. In addition, given this is the first year with a fourth grade in the school, the school does not have a track record of student performance on the NYS science exam.

ACTION PLAN

While the conditions due to the pandemic in 2020-21 impaired the school's ability to implement its full science program, the school reflected on what happened, but more importantly on the changes being made in science instruction and assessment across the state. To that end the school plans to invest in a dedicated science teacher, whose

focus will be on science instruction for all elementary school students. In addition, the science teacher will work with classroom teachers to integrate additional science instruction in the classroom. Thus, increasing the time devoted to science across the board.

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.

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 category 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 has met this goal by being designated as a school in good standing.

APPENDIX A: DATA REPORTING TABLES

I-READY

2020-21 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	66	Median: 0% Mean: 56%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	23	Median: 42% Mean: 79%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	Median: 0% Mean: 55%	7	Median: 0% Mean: 69%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	59	32%	No
2020-21 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	66	Median: 41% Mean: 55%	No

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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<p>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.</p>	<p>Low initial achievers</p>	<p>110%</p>	<p>34</p>	<p>Median: 46% Mean: 71%</p>	<p>No</p>
<p>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.</p>	<p>Students with disabilities²</p>	<p>Median: 40% Mean: 50%</p>	<p>7</p>	<p>Median: 79% Mean: 94%</p>	<p>Yes</p>
<p>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 <i>mid on-grade level</i> or above scale score for the year-end assessment.</p>	<p>2+ students</p>	<p>75%</p>	<p>59</p>	<p>25%</p>	<p>No</p>

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	40%	40	39%	37
4	22%	27	18%	22
5				
All	33%	67	32%	59

End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	28%	39	30%	37
4	19%	27	18%	22
5				
All	24%	66	24%	59

End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	0%	39
4	0%	27
All	0%	66

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	46%	39
4	9%	27
All	41%	66

