



Our World Neighborhood Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Brian Ferguson, CEO

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Ferguson (CEO) and Richard Lee (CAO) 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 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 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. Staff members are required to reflect on what and how they are teaching and how and why their students are performing. The students are also asked and taught to reflect on their learning and to communicate with their peers and teachers on how best to help them maximize their potential.

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 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 and their communities
- Energies and motivates students and staff
- Focuses attention and behavior on what is important and valued.

Our Pillars of a Positive Community ("Pillars") curriculum underpins our school culture and is designed to impart to our 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 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. As the school makes progress through its candidacy to become an International Baccalaureate school, it is also integrating and using the ten learner profiles that guide the implementation of the PYP and MYP programs.

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
2016-17	68	107	82	86	81	72	66			0	0	0	0	562
2017-18	71	81	111	83	84	84	80	76	60	0	0	0	0	730
2018-19	75	77	82	105	85	81	76	78	77	0	0	0	0	736
2019-20	73	79	79	81	103	85	71	78	75	0	0	0	0	724
2020-21	87	85	85	84	86	110	74	85	80	0	0	0	0	776

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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.

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 textual comprehension. 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 also relies heavily on the Engage NY 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, students are also introduced to the joy of reading with authentic literature. OWN Charter School students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspectives. From the earliest grades, composition and writing are emphasized through Units of Study of Readers and Writers Workshop. Students 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.

MEASURE

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%.

METHOD

The school administered iReady Assessments ("ELA") to students in 3rd grade through 8th grade twice this year. The scores from June 2021 are noted in Appendix A. ELA 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 ELA were done with iReady assessment as well as running records using Fountas and Pinnell.

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.

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

RESULTS AND EVALUATION

The school's median percent progress to Annual Typical Growth for 3d through 8th grade students was only 65%, which is well below the target of 100% for this measure. The school did not meet the measure.

Goal 1: English Language Arts

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.

METHOD

The school administered iReady Assessments (“ELA”) to students in 3rd grade through 8th grade twice this year. The scores from June 2021 are noted in Appendix A. ELA 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 ELA were done with iReady assessment as well as running records using Fountas and Pinnell. 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

Of the 126 tested students the school’s median percent progress was 107%, which is below the target of 110%. The school did not meet this measure.

Goal 1: English Language Arts

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.

METHOD

The school administered iReady Assessments (“ELA”) to students in 3rd grade through 8th grade twice this year. The scores from June 2021 are noted in Appendix A.

ELA 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 ELA were done with iReady assessment as well as running records using Fountas and Pinnell. 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 73% for OWNCS students in grades 3-8 who were enrolled in at least their second year. The target was 65%, therefore OWNCS students met this measure.

Goal 1: English Language Arts

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.

METHOD

The school administered iReady Assessments (“ELA”) to students in 3rd grade through 8th grade twice this year. The scores from June 2021 are noted in Appendix A. ELA 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 ELA were done with iReady assessment as well as running records using Fountas and Pinnell. 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

57% of OWNCS students in grades 3-8 who were enrolled in at least their second year scored at the mid on-grade level. This is below the target of 75%. The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

The school had made preparations for the eventuality that it would be going either fully remote or operating a hybrid instructional program. For the most part, students were engaged in a hybrid instructional program. Challenges were present throughout the school year with both the hybrid and full distancing learning programs. Attendance was a primary concern that was addressed in many ways by individual teachers and the administration.

The administration of assessments proved to be challenging too. First, setting up common times for the administration of the assessments was not easy, and student absence at scheduled times presented another set of hurdles. In the fall administration of the iReady diagnostics teachers quickly observed that many scores were much higher than anticipated. Teachers learned, anecdotally that many parents did provide assistance to their children during the assessments. From the lessons learned in the fall administration of iReady, the school took steps to be better able to monitor the administration of the assessments, with the hope of getting more realistic and reliable test data results.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Overall, the gains in reading scores between the fall and spring administration of the iReady assessments in English language arts was disappointing and well below the targets and measures set above. The participation rates were better than expected, but the school feels that given the unreliability of the data gathered in the Fall, that the comparisons between the Fall and Spring administration of the assessments may not be valid and/or fully reliable.

ACTION PLAN

During the entire year, teachers and administrators monitored student progress in reading and writing. At the middle school level teachers lamented the fact that students were not reading as much as they needed and ought to, thus negatively impacting their continued reading development. The school tried many strategies to increase independent reading time for all students, but did not meet the goals that it had set.

As teachers began to document learning loss, they also began to develop strategies that were to be implemented in the summer and fall of 2021. The school laid out a plan of assessments that would occur much earlier in the year. The school also scheduled data reviews for the fall with the goal of teachers finding ways to quickly adjust to the academic needs of their students. Prior to the start of the school year in August 2021, the school also planned to provide some support to students via our iReady program.

In addition to a more rigorous assessment plan, the school also engaged in some additional curriculum review and professional development to determine how best to put all of our students back on track to excellence in reading and writing.

GOAL 2: MATHEMATICS

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. In addition to the Go Math curriculum teachers draw heavily from the Engage NY Math modules provided by NYSED.

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.

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%.

METHOD

The school administered *iReady* Assessments (“Math”) to students in 3rd grade through 8th grade 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 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

OWNCS students in grades 3-8 enrolled in at least their second year did not meet this measure. The measure requires that the school's Annual Typical Growth in mathematics will be equal to or greater than 100%; the school's median was 60%.

MEASURE 2:

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.

METHOD

The school administered iReady Assessments ("Math") to students in 3rd grade through 8th grade 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 groups, and individual meetings. The initial assessments for Math were done with iReady assessment as well as internally created quarterly assessments. Administrators and teachers reviewed the data from these assessments at grade level and one-to-one meetings. A plan of action was determined by class and grade level to meet the needs of the group and individual students.

RESULTS AND EVALUATION

The school's median was 96%, while the target for this measure was set at 110%. The school did not meet this target.

MEASURE 3:

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.

METHOD

The school administered iReady Assessments (“Math”) to students in 3rd grade through 8th grade 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 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 percent progress to Annual Typical Growth for grade 3-8 students enrolled in at least their second year was 70%. This is above the target of 58%.

MEASURE 4:

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.

METHOD

The school administered iReady Assessments (“Math”) to students in 3rd grade through 8th grade 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 groups, and individual meetings. The initial assessments for Math were done with iReady assessment as well as internal quarterly assessments. Administrators and teachers reviewed the data from these assessments in grade level and one-to-one meetings. A plan of action was determined by class and grade level to meet the needs of the group and individual students.

RESULTS AND EVALUATION

The school did not meet this measure since the target was set at 75%, and only 56% achieved the target.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

OWNCS did not meet three of the four measures for mathematics achievement. As the chart below shows for measure 1, the school's median was 60%, while the target was 100%. It should be noted that the school's mean score for this measure was 107%. Similarly, for measure 2, the school's median was 96%, well below the target of 110%, however, the mean was at 124%.

The school does take some satisfaction in the fact that it met the measure for its sub-group of Students with disabilities, by having a median score of 70% compared to the target median of 58%.

ACTION PLAN

In addition to a robust early diagnostic assessment plan for all students in the fall, the school has taken steps to monitor student use of the iReady platform, and to increase their usage in and out of school time. In addition, the teachers will be involved in direct data analysis and review designed to address the instructional changes and shifts that will be required to address the vast spread in mathematics achievement that was demonstrated from the June administration of the iReady assessment. Teachers will also be provided with additional professional development from consultants at iReady.

As the school grows and begins the school year, it has also embarked on a huge investment in the quality of its instructional coaching program. The school has engaged a Chief Academic Officer who will work with both Principals and the Director of Curriculum and Instruction, to provide support for teachers in crafting off differentiated lesson plans. In addition, the school will work with a consultant from NTN to support middle school teachers.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students attending the Our World Neighborhood Charter School 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. At the middle school level students have the option of taking the NYS Regents course—Living Environment, or the traditional NYS science program. 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. Beginning in grade 7 and in grade 8 some students take Regents Living Environment course.

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 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 and 8th grade in June 2021. In addition, the NYS Regents—Living Environment exam was administered to a group of 8th grade students. 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. Data reported for grade 8 students is a composite of the NYS Intermediate Science exam and the NYS Regents Living Environment exam.

RESULTS AND EVALUATION

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

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

At this time the school does not data for the most recent administration of the NYS Science exams. At first glance it is clear that student performance on the Living Environment Regents exam was below that of prior years.

ACTION PLAN

The school began the process of adjusting its curriculum to the future demands of testing in both elementary and middle schools. It believes that it has a strong plan and will implement the shifts in topics to better prepare students in grade 5 for the new science exams.

One of the school's greatest challenge is the recruitment and retention of talented Science teachers at the middle school level. During the past two year, OWN joined a consortium of schools, both public and charter who gets students enrolled in NYU Teacher Residency program to join our team. Thus far we have seen some benefit, but the challenge is still very hard.

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. The school was also recognized as a Recognition school in 2018-2019. For the current year, the NYSED has decided that every school will keep its status from the prior year.

ADDITIONAL EVIDENCE

During each year of the current charter OWN has met this standard and has been designated as a school in good standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing—Recognition School
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

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%	475	Median: 65% Mean:142%	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 initialachievers	110%	126	Median: 107% Mean:167%	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: 65% Mean:144%	57	Median: 73% Mean:126%	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 mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	434	57%	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade s	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	68%	78	68%	71
4	53%	66	53%	62
5	35%	99	36%	90
6	51%	77	53%	63
7	61%	79	61%	72
8	76%	76	76%	76
All	56%	475	57%	434

End of Year Growth on 2020-21 i-Ready English Language Arts Assessment By All Students

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	41%	78
4	30%	66
5	0%	99
6	167%	77
7	118%	79
8	124%	76
All	65%	475

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

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%	472	35%	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%	82	Median 96% Mean 124%	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 58% Mean 108% ²	56	Median 70% Mean 98%	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 mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	431	Median 56%	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

² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade s	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	57%	79	58%	72
4	43%	70	42%	66
5	37%	98	37%	89
6	61%	77	63%	63
7	65%	80	66%	73
8	72%	68	72%	68
All	55%	47	56%	431

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	53%	79
4	26%	70
5	11%	98
6	131%	77
7	132%	80
8	142%	68
All	60%	472