



PAVE Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Isis Jimenez, Achievement and Critical Data Manager, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	committees (e.g., finance, executive)
JAMIE GREENTHAL	Chair	Finance
ELDRIDGE GILBERT	Trustee	
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DANIEL GREENBLATT	Trustee	
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MELANIE DUKES	Trustee	Finance
ALLIE SWEENEY	Treasurer	Finance

Michelle Cook is the Elementary School Principal (K-4), starting with the 2019-20 school year.

Harold Turner is the Middle School Principal (5-8), starting with the 2019-20 school year.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. The pre-kindergarten program ended after the 2016-17 school year due to facility constraints. It is currently a K-8 school authorized to serve 490 students.

Mission Statement: PAVE prepares Kindergarten to 8th Grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school’s core values of Perseverance, Achievement, Vibrance and Excellent Character (PAVE).

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE was founded on the following beliefs:

- **Curriculum and Content:** We believe the strongest driver of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Diagnostic Data:** We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. At PAVE, we know assessment matters. Standardized assessments are the most significant benchmark for ensuring our scholars gain entry into the high schools that will prepare them for college and beyond.
- **Unbending Expectations:** Our belief in our students is unwavering. We know that in order to meet our students’ potential, we must expect excellence. To maintain clear and consistent expectations for our scholars and ourselves, we standardize effective school practice through systematic application and routine.
- **Authentic Relationships:** Academic success alone is not enough. We believe expectations can be upheld with compassion and humility. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate life beyond the classroom.

- **Our Core Values:** PAVE embodies a set of core values that inform all aspects of the school, including the academic program, school culture and climate, professional environment, and operations. PAVE stands for:
 - **Perseverance:** We believe that reflection and refinement are key towards continuously growing and improving. We give and receive direct feedback and hold each other accountable. We are solutions minded, positive and allow ourselves to be vulnerable as we persevere to get better.
 - **Achievement:** We set ambitious goals and work relentlessly to attain them. We understand the key to student academic growth is great teaching; we obsess over the art and science of teaching timeless content well. We use data to drive all our decisions and measure our success.
 - **Vibrance:** We share gratitude with our colleagues, students, and families. We recognize that complaining saps our collective strength and remain optimistic in the face of challenges. We focus on the joy of our practice and recognize the accomplishments of others. We believe that good humor and generosity of spirit is key to a positive culture.
 - **Excellent Character:** We always assume the best and take concerns to the source. We maintain emotional constancy and disciplined language in all situations. We treat all in our community with honesty, kindness, and respect. We sweat the small stuff in respect of our community, our space, and each other.

School Characteristics: PAVE is a neighborhood school that serves the community of Red Hook, which is located within Community School District (CSD) 15. During the 20-21 school year, as of BEDS Day, the school served 502 students in grades K-8. Of PAVE's enrolled students, 54.6% were Hispanic, 40.0% Black, 3.2% White, 1.4% Asian, 0.4% American Indian or Alaska Native, and 0.4% multiracial. 90.2% lived in poverty. A total of 22.9% had a disability and 11.2% were English Language Learners. PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than the CSD 15 average.

Modalities of Instruction: PAVE offered a hybrid model of instruction for the entire 2020-21 school year. Families were provided with the option of electing for in-person instruction or remote instruction. Most families got their first choice, however there was a waitlist for in-person instruction that was created by a combination of physical space and safety limitations.

PAVE began the 2020-21 school year with a balance of synchronous and asynchronous instruction. We found, however, that student engagement and performance were significantly lower with asynchronous instruction. For this reason, the school leaned heavily in the direction of synchronous learning for most of the school year.

Programmatic Adjustments: PAVE offered two separate blocks for in-person learning in the fall. One group met on Mondays and Tuesdays, while the other met on Thursdays and Fridays. Some of these groupings also included “Learning Center Model” groups, which met in person, but learned via devices and remote teaching.

Starting in January, PAVE switched to a model in which all in-person students attended four days a week. This included having all core subjects being taught in person. As capacity restrictions were eased over the course of the year, additional students were brought back to in-person learning.

PAVE found that conducting F&P Assessments remotely was not effective, and so switched to Literably for those assessments. PAVE also purchased a subscription to Nearpod to improve remote instruction with respect to being engaging and interactive.

Social-Emotional Learning: PAVE’s middle school had “Team Time” each day, which was a structure that allowed for social/emotional check-ins in a small-group setting, as well as some opportunities to socialize with peers. The middle school also had special guest speakers, a career fair, and National Poetry Month and Black History Month celebrations, all over Zoom.

The elementary school held morning meetings each day. Each student had a 1:1 call from a teacher each week to check in on their wellbeing. In addition, PAVE offered joy-oriented events, including dance competitions, 100th day of school celebrations, bring a guest to “school” days, spirit days, grade-level parties with a DJ, a magician, and virtual field trips – all via Zoom. PAVE also wants to recognize its teachers, who made specific and dedicated efforts to build relationships with their students in creative ways over the past year.

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	54	57	55	54	56	57	50	52	46					481
2017-18	57	58	60	55	52	58	55	48	46					489
2018-19	50	59	54	54	55	50	56	54	46					478
2019-20	58	60	61	57	60	58	57	53	53					517
2020-21	43	56	63	61	58	58	58	52	53					502

Source: BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading, Guided and Independent Reading, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, Foundations is no longer used, and a Text Analysis block is added to ensure students are grappling with rigorous and often unfamiliar texts and topics. In Middle School, ELA is comprised of Book Clubs, Writing, and Text Analysis. Skills based on The Writing Revolution are embedded in 2nd-6th grades. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and informational texts based in part on the recommendations found in the Common Core. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on RtI protocols.
- **EngageNY:** This state-created curriculum is aligned to state standards and provides clear guidance for our teachers.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.

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- **Wilson Reading System:** A highly structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **The Writing Revolution:** A writing program that teaches strategies to ensure students can produce clear, coherent, unified, and structured writing in all subjects.
- **Insight Humanities:** A literacy-based Social Studies curriculum that takes place 3 units per year (half the year) during our Reading and Writing blocks.

During the 20-21 school year, PAVE had a remote learning program as well as a hybrid program, with teachers providing synchronous instructional time as well as small group office hours. As the school leaders anticipated learning gaps due to the initial phase of remote learning, time was built into the ELA curriculum to remediate the most emphasized skills and understandings. While students need to learn all domains and standards, some standards, including understanding key ideas and details, were prioritized. As well, more time was allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE’s elementary school implemented Class Dojo to administer assignments and Learning A-Z and CommonLit for differentiated reading and literacy. PAVE’s middle school utilized Google Classroom to administer and grade assignments and myOn to support student independent reading. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP. The assessment was administered in September and May/June to grades K-8. It was also administered to grades 2-8 in January.

RESULTS AND EVALUATION

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	291	44	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	205	51	No

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	46	72	38	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	290	29%	No

Measure 1:

PAVE fell short of the 50-percentile goal by 6 points. PAVE's 6th graders exceeded this measure by 8.5 points, and PAVE's 7th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	40	56
4	36	51
5	34	55
6	58.5	48
7	58	42
8	43	39
All	44	291

Measure 2:

PAVE fell short of the 55-percentile goal by 4 points. PAVE's 6th graders exceeded this measure by 9 points, and PAVE's 7th graders exceeded this measure by 7.5 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	48	31
4	40.5	36
5	37	41
6	64	36
7	62.5	36
8	49	25

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All	51	205
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Measure 3:

PAVE fell short of the 46-percentile goal by 8 points. PAVE’s 4th graders exceeded the corresponding 4th grade General Education measure by 6.5 points, and PAVE’s 7th graders exceeded the corresponding 7th grade General Education measure by 27.5 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	27.5	14
4	41	15
5	32	11
6	77	18
7	35.5	6
8	34	8
All	38	72

Measure 4:

PAVE fell short of the 75% proficiency goal by 46 percentage points.

End of Year Performance on 2020-21 NWEA MAP 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	59	29%	55
4	29%	52	29%	49
5	20%	56	21%	53
6	25%	51	24%	45
7	30%	44	30%	44
8	39%	46	41%	44
All	28%	308	29%	290

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated strong ELA performance throughout its charter term, with 61.3 percent of PAVE students demonstrating proficiency in ELA in 2018-19, the most recent year when NY state exam results are available. PAVE’s absolute proficiency on the state English language arts exam has

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increased 17.6 percentage points from 2015-16 to 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in English Language Arts in the last three years when NY state English language arts exam data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.
 - Met in 2017-18 and 2018-19
- Comparative measure: Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results)
 - Met in 2016-17, 2017-18, and 2018-19
- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using prior year results)
 - Met in 2016-17 and 2017-18

In the last three years when NY state English language arts exam data was available, PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in ELA, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

English Language Arts Performance of School and Comparison Schools by School Year									
School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		PAVE Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	43.7	254	45	111	4.9	82	25.7	109
2016-17	K-8	51.7	259	39	136	11	85	28	101
2017-18	K-8	58.3	271	37.2	136	13.2	91	28.6	132
2018-19	K-8	61.3	271	31.5	149	16.2	74	27.3	121

PAVE had previously had a rocky implementation of NWEA MAP during the 2017-18 school year. PAVE then moved to internal assessments. Due to the necessity of trying to assess students during a pandemic, this is the first time PAVE has used NWEA MAP since then. Addressing technological issues while implementing a new assessment during a pandemic proved challenging. The first assessment was done completely remotely, and most students took subsequent assessments from home. Thus, we do not believe these results are reflective of true student learning during the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

PAVE did not meet any of the measures.

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. PAVE will continue to administer the Measures of Academic Progress (MAP) assessment. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. Additionally, PAVE will continue to use the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. PAVE will continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE will continue using the ELA curriculum that has demonstrated improved academic performance. PAVE has adopted and adapted Success Academy's rigorous curriculum for ELA in the middle school grades. PAVE has also introduced Book Clubs to our Middle School literacy program. PAVE is continuing to implement the improved Text Analysis model.

PAVE uses Leveled Literacy Intervention to support struggling readers, who are identified through assessment of reading level. It helps us understand our readers and support them strategically. Strong independent reading is up and running throughout the school. PAVE has implemented guided reading in the elementary school to help scholars who have struggled in this area. In the middle school, PAVE will continue using Book Clubs to support students with small group reading and myOn for independent reading.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in understanding and application of mathematical computation and problem-solving.

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. To develop that depth of understanding, PAVE uses an inquiry-based math curriculum that is rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing

problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

Teachers provide instructional blocks twice per day as well as small group office hours. As the school anticipated learning gaps due to COVID, time was built into the Math curriculum to remediate the most emphasized skills and understandings. While students need to learn all facets and components of mathematics, standards specifically focusing on number sense were prioritized. More time was also allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school implemented Class Dojo to administer assignments and Khan Academy to support math instruction in grades 3-4. PAVE's middle school implemented Google Classroom to administer and grade assignments. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

- **Elementary School Math:**

- **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
- **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
- **enVision Mathematics 2020:** Teachers use the enVision math curriculum to address grade level content and standards. This program focuses on authentic math contexts, problem solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.
- **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-

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based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are TERC Investigations 3 for 5th grade, and Illustrative Math's Open Up program for 6th through 8th.

- **Workshop Block:** The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources (ex: Khan, IXL, additional assigned Google Classwork, DESMOS).
- **Intervention Block:** Students receiving SETTS support attend daily 1 hour intervention block with their designated Interventionist in both Math and/or ELA.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in Math: NWEA MAP. The assessment was administered in September and May/June to grades K-8. It was also administered to grades 2-8 in January.

RESULTS AND EVALUATION

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	301	23	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	195	26	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through	Students with disabilities	25	75	16	No

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8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	307	22%	No

Measure 1:

PAVE fell short of the 50-percentile goal by 27 points. PAVE's 6th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	13	54
4	25.5	50
5	12	57
6	58	54
7	34	41
8	26	45
All	23	301

Measure 2:

PAVE fell short of the 55-percentile goal by 29 points. PAVE's 6th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	12.5	26
4	26	37
5	12	43
6	63	41
7	40	21
8	26	27
All	26	195

Measure 3:

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PAVE fell short of the 25-percentile goal by 9 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	3	14
4	6	13
5	7.5	12
6	50	19
7	32	6
8	21	11
All	16	75

Measure 4:

PAVE fell short of the 75% proficiency goal by 53 percentage points.

End of Year Performance on 2020-21 NWEA MAP 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	59	29%	55
4	19%	53	18%	50
5	9%	57	9%	54
6	26%	57	27%	51
7	23%	48	23%	48
8	27%	52	27%	49
All	22%	326	22%	307

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated strong Mathematics performance throughout its charter term. PAVE's absolute proficiency in Mathematics has increased 15.9 percentage points from 2015-16 to 2018-19, with 57.2 percent of PAVE students demonstrating proficiency in Mathematics in 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in Mathematics in the last three years when state-level testing data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.

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- Achieved in 2017-18 and 2018-19
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results.)
 - Achieved in 2016-17, 2017-18, and 2018-19
- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using prior year results.)
 - Achieved in 2017-18

PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in Mathematics, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

Mathematics Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	41.3	254	55.5	110	8.3	84	26.6	109
2016-17	K-8	50.4	258	40	133	16	85	28	102
2017-18	K-8	58.3	271	25.0	132	11.8	93	29.5	112
2018-19	K-8	57.2	271	28.9	149	20.8	77	28.7	115

PAVE had previously had a rocky implementation of NWEA MAP during the 2017-2018 school year. PAVE then moved to internal assessments. Due to the necessity of trying to assess students during a pandemic, this is the first time PAVE has used NWEA MAP since then. Addressing technological issues while implementing a new assessment during a pandemic proved challenging. The first assessment was done completely remotely, and most students took subsequent assessments from home. Thus, we do not believe these results are reflective of true student learning during the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

PAVE did not meet any of the measures.

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. PAVE will continue to administer the Measures of

Academic Progress (MAP) assessment. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. PAVE will continue to use formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

PAVE will continue using the mathematics curriculum that has demonstrated improved academic performance. PAVE uses a combination of enVision Math, Terc Investigations 3, and Context for Learning for K through grade 5, and Open Up in grades 6 through 8, which has received the highest score in EdReports. All math curricula align with Cognitively Guided Instruction, which is constructivist and conceptual in nature. CGI emphasizes student thinking and strategies as the focus of each lesson while pushing deeper understandings of mathematical skills and understandings.

PAVE continues to build its math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by two math teachers who target small groups with different needs. The workshop period content is fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation, while others work independently on rigorous module-based work or online math curriculum, such as Math XL and Khan Academy.

PAVE continues to improve ongoing teacher development through weekly observations and coaching, as well as professional development on content and effective teaching habits. PAVE's leader meets with the math teachers and the interventionists to give intensive and detailed Unit Previews before every unit of study. Teachers and interventionists create exemplary scholar work for every lesson to define expected strategies, conjectures, and misconceptions to focus on during discourse.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

PAVE teachers follow a scope and sequence that is aligned to New York State’s Next Generation standards. Curriculum is designed to support a hands-on and inquiry-based approach.

During 2021-22, the school will primarily use the following exam to assess student growth and achievement in Science: NWEA Science. The assessment will be administered in September and May/June to grades 3-8.

- **Amplify Science:** PAVE adopted K-8 Amplify Science in the 2018 school year. This program is student-centered, hands-on and inquiry based. Amplify focused not only on scientific content but also developing critical thinking skills and literacy.

Students receive between 2 to 4 blocks on Science, depending on the grade and experience diverse scientific themes and units to prepare them for High School science and beyond.

METHOD

PAVE did not administer any nationally normed or school-wide science assessment during the 2020-21 school year. There are plans to use NWEA MAP Science for 4th and 8th graders next year.

RESULTS AND EVALUATION

As mentioned above, there was no school-wide assessment. Teachers used formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated fairly strong Science performance throughout its charter term. PAVE’s absolute proficiency in Science was 82.8 percent in 2016-17, 55.3 percent in 2017-18, and 54 percent in 2018-19. PAVE continues to work to improve proficiency in Science for its 8th grade students.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

4	97.8	46	89.7	39	77	48
8	65.9	41	26.1	46	26.8	41
All	82.8	87	55.3	85	54	89

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its Science goal in the 2020-21 year.

ACTION PLAN

PAVE will continue to find ways to improve their proficiency in Science. With the help of the Curriculum team, the school will identify new strategies and curriculum materials to increase 8th grade students' performance on the NYS Science test.

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 this measure. The school was in good standing this year.

ADDITIONAL EVIDENCE

The school has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2018-19	In good standing
2019-20	In good standing
2020-21	In good standing