



Academy of the City Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Katie-Lyn Santacruz, Elementary School Principal, and Tracy Smith, Middle School Principal, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Monica Liriano	Chair	Executive, Governance, Education, Finance, Legal & Operations/Audit and Development & Advocacy.
Michela Nonis	Vice Chair & Secretary	Executive, Education, Development & Advocacy, Finance, Legal & Operations/Audit
Stephanie Walker	Treasurer	Executive, Governance, Finance, Legal & Operations/Audit
Deborah Evangelakos	Trustee	Executive, Education, Finance, Legal & Operations/Audit, Governance
Francois Nzi	Trustee	Executive, Governance, Education

Katie-Lyn Santacruz was appointed the AoC co-leader in July 1, 2023. She assumed the position as sole leader of the school in October 2023. Katie-Lyn served as AoC’s elementary school principal from July 2019 to October 2023 and in October 2023 was appointed Middle School Principal.

SCHOOL OVERVIEW

Academy of the City Charter School (AoC) is a charter school located in CSD 30 in Queens, New York City currently serving 760 students in Grades K-8. The mission of AoC, which opened its doors in August 2011 and is beginning its 13th academic year this year is as follows:

Academy of the City provides its students with the rigorous and student-centered education, values and tools needed to succeed at the highest levels. We are committed to being an inclusive, equitable and joyful community, where all children reach their full potential.

AoC was originally authorized as a K-5 school in 2010 opening its doors with 100 total students in Grades K and 1 the following year. AoC received a three-year renewal in 2016, and subsequently received a full five-year renewal in 2019 with approval to expand the school to include the middle school grades, 6th through 8th. The 2022-23 school year is the penultimate year of our current charter term and we are our renewal year having submitted our renewal application this past August.

Like the community school district in which it is located, AoC's student body is a highly diverse one socio-economically, racially, ethnically and academically. CSD 30 is in fact one of the most culturally and ethnically diverse communities in the country. AoC is deeply embedded in every neighborhood of CSD 30 drawing students from many parts of this culturally rich part of Western Queens. Our students are newcomers, first generation Americans, from families who have recently moved to Queens and those that have been here for generations. There are at least 25 different home languages spoken in the homes of the students we serve ranging from Arabic, Bosnian, Hindi, French, Romanian, Tagalog, Spanish, Chinese, Italian, Albanian, Polish, Nepali, Hindi and others. Our student body is currently 5% Black, 56% Hispanic, 25% Asian and 12% White. In 2022-23, 21% of our students were English language learners, 10% students with disabilities and 72% were eligible for free- and reduced-priced lunch. It is our vision that every child in our diverse community will achieve academic, social and personal excellence.

This past school year, our BEDS date enrollment was 717 students in Grades K-8. Notably our enrollment as of June 30, 2023 was 746 students and our approved charter enrollment was 700, which means we were successful in maintaining our enrollment. This is particularly significant given the negative impact the pandemic had on student enrollment in the New York City school district, impacting both traditional public and charter schools. AoC managed to end the school year with an enrollment that was 106% of our maximum chartered enrollment.

As part of its renewal application, AoC has reframed the original Key Design Elements (KDE) that had defined the school since its inception in order to reflect the full K-8 charter school AoC has since become and to recognize the new and pressing student needs that have emerged in the post-pandemic educational environment. The following are these KDE:

- Student-centered instruction: AoC uses the gradual release of responsibility model (GRR) as the overarching instructional model. This model shifts the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning becoming more competent and independent learners. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of this model is highly effective in working with inclusive classrooms of heterogeneous students, including students with disabilities (SWD), English language learners (ELL) and economically disadvantaged students (ED). GRR supports instructional differentiation as teachers use comprehensive and ongoing assessment data to identify student needs, tailor instruction and determined flexible small groups.
- Literacy across the curriculum: Literacy is infused in every subject across the AoC curriculum which emphasizes the integration of listening, speaking, reading and writing skills and incorporates topic-appropriate leveled readers in daily lesson plans across all content areas and in all grades. This focus is beneficial to all students (particularly in light of the tremendous pandemic learning loss) and has particular importance to ELLs who need comprehensive and continual exposure to language as well as support in the development of their English language skills.

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- Data-driven instruction: AoC implements a comprehensive program of assessment. Ongoing assessment and the analysis and use of a variety of data, disaggregated as needed, is a key component of the school's educational program ensuring instruction is tailored to address individual student needs.
- A commitment to inclusion: AoC's instructional model is an inclusive one that holds all students—general education, SWD, ELL and ED—to the same rigorous and high academic standards and provides every student with the supports and scaffolds needed to achieve them. Instructional specialists plan with general education teachers to ensure classroom teachers are appropriately differentiating lessons to address the needs of special populations. For ELLs, the classroom teacher incorporates sheltered instructional strategies to integrate language and content and infuse sociocultural awareness to scaffold instruction for students learning English. The special education coordinator works with each general education teacher whose classrooms include SWD to review each student's IEP and the scaffolding and strategies necessary to differentiate lessons to address their learning needs. AoC has also been expanding its special education program to include ICT classrooms. AoC currently has an ICT setting for Grades K, 1, 6 and 7.
- A commitment to professional development: AoC supports its instructional staff with extensive and continuous professional development. AoC has adopted the Danielson Teacher Evaluation Model and the coaching cycle based on Danielson ensures that teachers are regularly supported in building their instructional capacities and expertise.
- A longer school day: AoC's school day runs from 8 am to 4 pm—longer than traditional public schools.
- A focus on social-emotional learning (SEL): AoC is committed to building our students' social-emotional competencies and resilience—it is an imperative in light of the loss, isolation and trauma our students have suffered from the pandemic. Through Responsive Classroom in AoC's elementary school and the work of the Wellness Team in the middle school to deliver SEL lessons and presentations, students learn, practice and internalize the tools they need to build self-management and interpersonal skills fundamental to the achievement of any type of success.
- High school graduation and access: AoC has developed a comprehensive high school guidance and access program tailored to our students and families in each middle school grade, 6th through 8th to ensure they are fully informed of the public and non-public high school choices available to them. By 8th grade, each student and family is provided with the individual guidance and support necessary to make informed decisions about the schools that would best align with their student's academic profiles, their extracurricular, artistic and/or athletic interests, talents and skills, their preference for size and location, etc. and ultimately which school they choose to attend from among their acceptances.

In addition to specific interventions to address pandemic loss, AoC instituted changes to its educational program in 2022-23 in order to strengthen instruction to accelerate learning to overcome pandemic learning loss. Among these interventions and changes were:

- Replacing its elementary school math curriculum with Bridges which was chosen because it specifically addressed gaps/weaknesses of our previous Go Math curriculum in addressing specific needs of our students as it related to the lack of foundational math skills among our older elementary school students as a result of remote learning during the pandemic. Bridges continues to spiral backwards as it moves forwards ensuring that previous learned standards are continued to be practiced and revisited.
- The institution of a structured curriculum across all content areas in the middle school replacing what had been a variety of teacher developed curriculum and previously purchased commercial curriculum that had not been formally mapped to the standards.
- Sylvan Learning tutoring to prepare students for NYS assessments. Students in the testing grades who were the lowest performing on NWEA assessments were prioritized for this intervention.
- Summer Boost which was run during the summers of 2022 for rising 2nd through 8th graders and in 2023 for rising 1st through 8th graders. The lowest performing students based on NWEA and other internal assessments were targeted for participation.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	80	83	84	57	84	77	77	89						631
2021-22	82	84	81	85	76	77	71	78	81					715
2022-23	83	82	81	79	84	78	85	66	77					717

GOAL 1: ENGLISH LANGUAGE ARTS

AoC’s students will meet or exceed Common Core and NYS Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening.

BACKGROUND

The Savvas Learning Company’s myView Literacy is now the reading and writing curriculum used in AoC’s elementary school. Beginning in the 2023-24 school year, MyView will have replaced Houghton Mifflin Harcourt’s Journeys curriculum at the elementary school which had been utilized in the elementary school through the 2022-23 school year. While myView incorporates the practice of phonics in its curriculum, AoC supplements it with Wilson’s Foundations for more phonics and phonemic awareness work in Grades K-2. AoC also supplements myView with Novel Study for grades 3-5. Novel Study takes place 3 days out of the elementary school’s 6-day cycle for 30 minutes each day. AoC’s ELA program also includes Lexia Core 5 where students engage in 15 minutes of daily work on this online instructional program. This is individualized reading and phonics lessons based on student performance on the initial Lexia Core 5 assessment. The program adjusts the student’s individual path based on their ongoing performance. Data from student work on Lexia Core 5 are used by teachers to inform whole class reteaching plans, small group instruction and individual student support. Elementary school students are engaged in a total of between 165 and 171 minutes of ELA instruction daily.

The middle school uses McGraw-Hill’s StudySync ELA curriculum, a rigorous reading and writing digital curriculum which students access on their Chromebooks and other devices. This curriculum is divided into four core thematic units of students each with an essential question that is answered through a variety of high quality texts in which students engage. The curriculum includes resources to scaffold learning for ELLs, which supports the priority to embed instructional differentiation and strategies for ELLs within content area classrooms. Students in middle school have between 46 and 55 minutes of ELA daily.

Teachers use a lesson format that follows a predictable structure 1. Warm up/Introduction 2. Teach/Introduce new material 3. Try/Collaborate 4. Clarify/Formative Assessment. Small group, targeted instruction occurs during guided reading. Our ongoing ELA program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading and Writer’s workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. Teachers’ lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students.

Additionally, ELLs, special education and at-risk students receive targeted instruction with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. In addition, Special Education and ELL Teachers provided pull-out instruction as necessary or as mandated by the SWD's IEPs. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SWD. AoC is continuing to expand its ICT settings at each grade level. During 2022-23, AoC had an ICT class in Grades K, 5 and 6.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System (F&P) for formal assessment for all grades (or until a student tests out of this assessment). F&P was administered three times during the year: Fall, Winter and Spring. AoC also administers the nationally normed assessment—NWEA—in reading (and math). The NWEA was administered three times during the year (fall, winter and spring).

Sylvan Learning provided Test Prep to prepare for the NYS assessments. Students in the testing grades who were the lowest performing on the NWEA assessments were prioritized for this intervention. Sylvan intervention was provided to students every Saturday from February to April. As reported in the New York Times, research shows that “frequent, intensive tutoring...is one of the most effective ways to help students make up for academic gaps.”¹ For the second summer in a row, AoC was successful in securing support from Bloomberg Philanthropies to run a Summer Boost program during the summer of 2023 specifically designed to accelerate learning of rising 1st through 8th grade students most impacted by pandemic learning loss with intensive grade-level reading and math instruction using the Lavinia curriculum.

AoC is committed to building the capacity of our teachers through professional development. AoC provides time in the daily and weekly schedule for teachers to plan and collaborate together in grade level meetings and department meetings. Our immediate professional development priorities last year and continuing this year are to build teachers' pedagogical practices including: reading and effectively using data to inform classroom instruction; differentiating instruction within the general education classroom for ELL and SWD; understanding the Danielson Framework to better integrate it into practice; ongoing support with the newly implemented curriculums in each school division; and effectively utilizing the RtI process to identify and support the needs of struggling students.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

¹ <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

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2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	74		6				3	83
4	74		9				1	84
5	68		12				4	84
6	76		9				5	90
7	36	2	7				25	70
8	62		15				2	79
All	390	2	58				40	490

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	36	48.6%	64	31	48.4%
4	74	47	63.5%	69	43	62.3%
5	68	36	52.9%	52	30	57.7%
6	76	37	48.7%	48	26	54.2%
7	36	24	66.7%	27	19	70.4%
8	62	45	72.6%	49	38	77.6%
All	390	225	57.7%	309	187	60.5%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

² Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48.4%	64	51.6%	2296
4	62.3%	69	61.6%	2309
5	57.7%	52	58.3%	2381
6	54.2%	48	56.2%	2555
7	70.4%	27	59.5%	2708
8	77.6%	49	65.3%	2495
All	60.5%	309	58.8%	14744

ELA Measure 4 - Comparative

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁴

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁵		Effect Size
		Actual	Predicted	
3	67.1%	43.7%	42.0%	0.09
4	71.1%	46.9%	35.4%	0.65
5	75.3%	44.3%	30.2%	0.86
6	77.5%	70.3%	49.5%	1.23
7	70.5%	61.8%	43.0%	1.02
8	84.0%	76.8%	41.7%	1.95
All	74.2%	57.1%	40.2%	0.96

ELA Measure 5 - Growth

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 target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP**

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁵ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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During 2022-23 school year, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

In addition to the NWEA MAP Reading test (which was administered three times a year: fall, winter and spring), AoC also administered the F&P Benchmark Assessment to all students (or until a student has tested out of this assessment) in the Fall, Winter and Spring to measure and record our students' progress in reading. At the elementary school, students were also assessed on the Journeys curriculum chapter tests (in 2022-23, AoC's ELA curriculum was the HMH's Journeys curriculum which has now been replaced in 2023-24 by Saavas' MyView). In 2022-23 the middle school piloted its first schoolwide mid-term exam week in ELA (as well as in all core content areas). Middle school instructional leaders worked with teaching staff to develop standards-aligned benchmark assessments. Data from these assessments served as an in-house benchmark on how middle schoolers were performing at that point in the school year.

The initial baseline assessments for ELA were done with NWEA MAP Reading assessment as well as running records using Fountas and Pinnell. AoC engaged Project77 during the 2022-23 school year to support instructional leaders and teachers in both the elementary school and the middle school in analyzing and interpreting student data from both internal assessments and New York State assessments so leaders and teachers have a clearer, deeper and more insightful understanding of the data to ensure that the data is used effectively in instructional decision-making to promote student growth and achievement in ELA. After each administration of the NWEA MAP assessments, Project 77 conducted a comprehensive data analysis, which included not only an analysis of student performance against SUNY metrics for the NWEA but also against metrics developed by the school instructional leadership and teachers to measure student progress in overcoming pandemic learning loss. In the elementary school, data dive days were held after the interim assessment data was compiled by Project 77 and led by an outside consultant and then by the Grade 3-5 Assistant Principal. In the middle school, the Principal shared the data analysis from Project 77 at a PD or staff meeting which was then followed up more comprehensively in grade level meetings to discuss trends and next steps. At both the elementary school and middle school level, these data analysis meetings inform plans of action by class and grade level to meet the needs of the group as well as individual students. The data has resulted in both macro (curriculum replacement) and micro changes (shifts in instruction and supplementing curriculum as needed).

This school year, the analysis of NWEA data (and 2023 NYS assessment data when released) provided by Project 77 will be used in grade level teams and content area teams to discuss and create plans around standards that teachers need to continue to address.

2022-23 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	467	37	No

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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	285	35	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 8 th grade general education students at the school.	Students with disabilities	38	52	35	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%	366	38%	No

End of Year Performance on 2022-23 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	30%	79	32%	68
4	38%	82	38%	76
5	28%	83	32%	63
6	34%	85	43%	53
7	30%	63	33%	45
8	41%	75	48%	61
All	34%	467	38%	366

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
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3	40	79
4	36	82
5	31	83
6	33	85
7	44	63
8	43	76
All	37	467

SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	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.	Yes
Comparative	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	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 target of 50.	N/A

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

AoC had mixed results on the 2023 NYS ELA assessment as it relates to attainment of SUNY benchmarks. It fell short of the 75% of all tested students in at least their 2nd year scoring proficient on the ELA assessment with 60.5% of all tested AoC students in the 2-Year BEDS cohort scoring at least a Level 3. Of note, however, is the fact that AoC 8th graders in the 2-Year BEDS cohort did meet the goal with almost 78% scoring at proficiency. 7th Graders fell short of the mark by slightly over 4 points. Because of the overhaul in the 2023 NYS assessments, it is unclear how results from 2023 compare with that of 2022; that being said, AoC's 2023 proficiency for the 2-Year BEDS cohort improved slightly (by 2 points) from 2022. On a comparative basis, AoC's proficiency rate exceeded that of CSD 30 by almost 2 points compared with 2022 when AoC and CSD 30 had the same proficiency rate. AoC continues to outperform the City with its 2023 proficiency rate exceeding citywide proficiency by 8.8 points.

AoC did not meet any of the four SUNY absolute, growth and closing the achievement gap metrics for student performance on the NWEA Reading assessment. While overall benchmarks were not met in 2022-23, grade level results indicate mixed performance with some grades consistently doing better than others. While this speaks to the strengths of specific grade team teachers (elementary school) and grade level content area teachers (middle school), it also highlights the need for the systemic changes that both school's divisions' principals have been making and are continuing to focus on to build all grade level and content area teachers' instructional practices and strengthen the overall instructional program so that growth and achievement can be realized across all grade levels, all content areas and for all student demographic groups.

The results of the NWEA MAP reading assessments are a direct result of the negative impact that prolonged remote instruction had on the delivery of high quality student-centered instructional practices in the classroom across all grades. After more than a year of remote instruction (from spring 2020 through the entire 2020-21 school year), teachers began to rely more and more on teacher-directed strategies given the difficulties of engaging students on Zoom. Teachers fell back on doing the heavy lift for students and student-to-student discourse was replaced with teacher talk. Further, because of similar difficulties in teachers' executing differentiated strategies within the Zoom classroom to address the diverse learning needs of students, it became more effective to rely on pull-out instruction with interventionists through breakout sessions to receive the necessary support to access the curriculum. When school returned to in-person learning, these strategies which had become a staple in our teachers' instructional toolbox during remote learning persisted. This has impacted student engagement in learning preventing the level of growth we need for our students to achieve to overcome learning loss. Everything was exacerbated at the middle school division, given the challenges that division faced as AoC found itself having to establish the middle school entirely during a pandemic and in a remote environment with instability and turnover at the Executive Director level which resulted in the middle school's founding principal not having the oversight and support he needed to establish a strong middle school instructional program, let alone during a pandemic.

Both the elementary school and middle school principals have identified many of the same weaknesses in their respective instructional programs and have similar approaches in making the systemic changes to drive improvement. These focus areas will be discussed in a subsequent section.

It is important to note that AoC's results on the 2022-23 NWEA MAP reading and math assessments are consistent with student performance nationally. In a study released in July 2023 by NWEA "Education's Long COVID: 2022-23 Achievement Data Reveal Stalled Progress Toward Pandemic Recovery," the results of its analysis of the 2022-23 NWEA assessment taken by about 3.5 million public school students in the 3rd through 8th grade, showed slower than average growth in math and reading, when compared with students before the pandemic indicating that not only are the learning gaps created during the pandemic not closing, but they may be widening. In a July 11, 2023 New York Times article entitled "U.S. Students' Progress Stagnated Last School Year, Study Finds," the lead researcher on the study, Karyn Lewis said, "We are actually seeing evidence of backsliding."

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

AoC does not have any concerns regarding the NWEA MAP Reading data reported above. AoC has consistently had high participation rates on the NWEA MAP (higher than participation rates on the NYS assessments as parents are still opting out of the state assessments for their students—although 2023 participation rates on the NYS assessments were much higher than they were in 2022).

ELA ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The following are three key focus areas that began implementation in 2022-23 and will continue to be instructional priorities in the coming year and the next charter term in order to strengthen the instructional program, support growth and accelerated learning.

Danielson Framework: One of the most important changes to the instructional program was replacing its previous in-house developed teacher evaluation tool with the Danielson Framework for Teacher Evaluation. When the school returned to in-person learning and the extent of the academic deficits of children and the need to improve the instructional practice of our teaching staff became more clearly understood, school leadership recognized that the school needed to use a research-based structured and objective evaluation tool that would better support improvement in teachers' pedagogical skills and student learning, identify meaningful and actionable feedback to support teacher improvement and build trust among teachers and administrators. Teachers and administrators in both divisions continue to engage in professional development around the Danielson Framework to understand the Framework and ensure that it informs all aspects of teacher practice. As administrators and teachers become more adept at aligning practice with Framework's Domains, we expect to see profound improvement in classroom instruction as teachers, for instance, in aligning their lesson plans with the Framework's Domain 1 will prepare for instruction that sets high expectations for every student, include sound assessment methods and structure lessons to support all students' engagement with the content (including materials and strategies to differentiate learning to make content accessible to all learners), helping students grapple with big questions and apply their learning to real life scenarios in their own lives.

Professional Development: With Danielson, by linking teacher evaluation to coaching and professional development, it becomes a means to support, build and strengthen the instructional practice of teachers. The Framework promotes the process of self-reflection and goal setting for individual teachers and assists the administration and teachers to identify the strengths and needs of teachers informing coaching and professional development priorities for teachers, both individually and collectively. The priorities identified by both principals for professional development in addition to ongoing training in Danielson

implementation are: (1) Reading, understanding and using data (NWEA, NYS assessments, Lexia Core 5, etc.) to inform instruction; (2) ELL and special education instructional differentiation within the classroom including for the expanding number of ICT classrooms which will grow to have 1 ICT classroom at each grade, K-8 by the next charter term; (3) Awareness, understanding and use of the Response to Intervention Process in order to ensure struggling students are identified and their needs addressed earlier on; and (4) Support in the implementation of the new content area curriculum chosen in each school division. Both principals have also identified professional development in project based-learning (PBL) so that teachers have the training to facilitate authentic PBL experiences in the instructional program to increase student engagement and ownership in their learning through the agency they have in the projects' direction. Project based learning was an important part of the educational model pre-pandemic. There is a need to train new staff in PBL to return to the robust PBL projects the school once engaged its students in.

Curriculum Changes: While improving teacher practice has been a major focus in improving the instructional program at each school division, both principals have also looked closely at the school's curriculum to determine if changes were needed. The current middle school principal undertook a complete overhaul of the middle school curriculum after her review found that there was inconsistent use of existing curriculum that been purchased by the school with most teachers drawing from a wide range of resources to create their own curriculum with no intentional work to ensure alignment with New York State/Next Generation Learning Standards. The middle school principal moved to a middle school-wide adoption of McGraw Hill curricular resources for all core content areas, which had been received well by teachers.

Finally, in our dedicated pursuit of inclusivity and enhanced student attainment, we have introduced a Study Hall period. This period allows students the flexibility to engage in study, complete homework assignments, or seek valuable tutoring support from their instructors. Furthermore, we have initiated an after-school tutoring program commencing in November 2023, designed to bolster our students' scholastic accomplishments beyond our regular school hours.

GOAL 2: MATHEMATICS

AoC's students will meet or exceed Common Core and NYS Learning Standards for their grade level in math.

BACKGROUND

The elementary school uses the Math Learning Center's Bridges in Math curriculum for grades K-5. This curriculum replaced Go Math which had been previously used in elementary school. Bridges was fully implemented in 2022-23 across all elementary school grades. When students returned to in-person learning, it was clear that students across all grades were weak on foundational math skills and the Go Math curriculum's format was not effective in looking back at prior math skills as students moved forward in the curriculum. Bridges was chosen because the program moves forward while continuing to revisit previously learned standards through a spiral review. The curriculum also includes 30 minutes of Number Corner for all grades where the whole class participates in a review cycle of three to five standards. The Bridges curriculum also supported our desire to increase math instruction from 50 minutes to 90 minutes of daily instruction.

AoC's middle school implements McGraw Hill's Illustrative Math program to create a solid foundation for Algebra in grades 6 and 7 in preparation for all 8th grade students taking Algebra I (which uses the McGraw Hill Algebra I text). McGraw Hill's math texts focuses on depth of topics and not breadth to ensure that students master material through detailed instruction, questions, problem solving and visual and hands-on aids addressing the needs of different learners. The learning process allows students to gain a strong math foundation upon which to build increasingly complex skills. All 8th graders will be expected to sit for the NYS Algebra I Common Core Regents exam unless the parents opt their child out of the test, in which

case the student will take the NYS 8th Grade Math Assessment. Students in the middle school have between 49 and 55 minutes of daily math.

Math instruction is delivered in the Gradual Release of Responsibility (GRR) instructional model, as teachers gradually release responsibility of the learning from teacher to the student. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. GRR allows for flexible grouping, math rotation stations, and manipulatives to help students at different levels construct their understanding through active learning. Teachers’ lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. Additionally, ELLs and SWD had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. ELL students also receive pull out instruction with the ELL teachers. As required by their IEPs, SWD also were provided with pull-out instruction by the Special Education teacher. AoC is continuing to expand its ICT settings at each grade level. During 2022-23, AoC had an ICT class in Grades K, 5 and 6.

In addition to curricular unit assessments, AoC’s math assessment protocol includes an a nationally normed assessment—NWEA—in math. The NWEA was administered three times during the year (fall, winter and spring).

Sylvan Learning provided Test Prep to prepare for the NYS assessments. Students in the testing grades who were the lowest performing on the NWEA assessments were prioritized for this intervention. Sylvan intervention was provided to students every Saturday from February to April. As reported in the New York Times, research shows that “frequent, intensive tutoring...is one of the most effective ways to help students make up for academic gaps.”⁶ For the second summer in a row, AoC was successful in securing support from Bloomberg Philanthropies to run a Summer Boost program during the summer of 2023 specifically designed to accelerate learning of rising 1st through 8th grade students most impacted by pandemic learning loss with intensive grade-level reading and math instruction using the Lavinia curriculum.

AoC is committed to building the capacity of our teachers through professional development. AoC provides time in the daily and weekly schedule for teachers to plan and collaborate together in grade level meetings and department meetings. Our immediate professional development priorities last year and continuing this year are to build teachers’ pedagogical practices including: reading and effectively using data to inform classroom instruction; differentiating instruction within the general education classroom for ELL and SWD; understanding the Danielson Framework to better integrate it into practice; ongoing support with the newly implemented curriculums in each school division; and effectively utilizing the RtI process to identify and support the needs of struggling students.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

⁶ <https://www.nytimes.com/2021/07/28/us/covid-schools-at-home-learning-study.html>

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2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	75		8						83
4	75		9						84
5	69		15						84
6	80		10						90
7	58	1	11						70
8	32		14				4	29	79
All	389	1	67	0	0	0	4	29	490

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

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2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.7%	63	59.7%	2484
4	60.9%	69	56.2%	2462
5	65.3%	49	55.2%	2537
6	44.9%	49	52.2%	2679
7	45.9%	37	56.7%	2803
8	65.2%	23	44.2%	1713
All	58.6%	290	54.6%	14678

Math Measure 4 - Comparative

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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

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2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	67.1%	47.9%	43.0%	0.25
4	71.1%	44.1%	35.1%	0.45
5	75.3%	19.1%	27.7%	-0.46
6	77.5%	33.9%	28.5%	0.28
7	70.5%	44.4%	28.0%	0.86
8	84.0%	22.5%	16.9%	0.29
All	73.5%	36.2%	30.9%	0.27

Math Measure 5 - Growth

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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

NWEA MAP Math assessment was administered three times during the year (Fall, Winter and Spring) to students across all grades in the school. In addition to the NWEA MAP Math test, AoC’s elementary school also administered the Bridges’ curriculum’s Comprehensive Growth Assessments for K and 1 and the Bridges curriculum’s Interim Assessments for Grades 3-5 (as well as the Bridges unit tests) and the middle school administered its pilot midterm exams in Math (as well as all other core content areas as described previously).

The initial baseline assessments for math were done with NWEA MAP Math assessment. AoC engaged Project77 during the 2022-23 school year to support instructional leaders and teachers in both the elementary school and the middle school in analyzing and interpreting student data from both internal assessments and New York State assessments so leaders and teachers have a clearer, deeper and more insightful understanding of the data to ensure that the data is used effectively in instructional decision-making to promote student growth and achievement in math. After each administration of the NWEA MAP

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assessments, Project 77 conducted a comprehensive data analysis, which included not only an analysis of student performance against SUNY metrics for the NWEA but also against metrics developed by the school instructional leadership and teachers to measure student progress in overcoming pandemic learning loss. In the elementary school, data dive days were held after the interim assessment data was compiled by Project 77 and led by an outside consultant and then by the Grade 3-5 Assistant Principal. In the middle school, the Principal shared the data analysis from Project 77 at a PD or staff meeting which was then followed up more comprehensively in grade level meetings to discuss trends and next steps. At both the elementary school and middle school level, these data analysis meetings inform plans of action by class and grade level to meet the needs of the group as well as individual students. These internal assessment data have informed AoC's instructional program both at a micro level (individual teacher coaching, small student intervention groups, etc.) and a macro level (schoolwide professional development priorities, etc.).

2022-23 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	480	48	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	294	46	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 8 th grade general education students at the school.	Students with disabilities	50	52	34	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%	368	38%	No

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End of Year Performance on 2022-23 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	53%	81	58%	69
4	39%	82	38%	76
5	20%	84	24%	63
6	33%	88	39%	54
7	26%	69	27%	45
8	32%	76	36%	61
All	34%	480	38%	368

End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	56	81
4	36	82
5	42	84
6	46	88
7	38	69
8	55	76
All	48	480

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	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.	Yes
Comparative	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.	No
Growth	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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

AoC had mixed results on the 2023 NYS Math assessment as it relates to attainment of SUNY benchmarks. It fell short of the 75% of all tested students in at least their 2nd year scoring proficient on the Math assessment with 58.6% of all tested AoC students in the 2-Year BEDS cohort scoring at least a Level 3. AoC’s weakest performance was in Grades 6 and 7 where 45% and 46% of the two-year BEDS cohort met proficiency, respectively. In Grades 3-5 and 7-8, over 60% of students in each grade’s 2-Year BEDS cohort met proficiency, with Grade 3, 5 and 8 each having around 65% proficient. Because of the overhaul in the 2023 NYS assessments, it is unclear how results from 2023 compare with that of 2022; that being said, AoC’s 2023 proficiency for the 2-Year BEDS cohort improved significantly from 2022 by 22 points. It is important to note, however, that 1/3 of our 8th graders are in Regents Algebra I and take the Regents Algebra Exam in lieu of the Grade 8 NYS Math test. They continue to perform very strongly on the exam as the Table further below indicates. On a comparative basis, AoC’s proficiency rate exceeded that of

CSD 30 by 4 points compared with 2022 when AoC fell short of CSD 30's proficiency rate by 7 points. Further, AoC continued to outperform the City with its 2023 proficiency rate exceeding citywide proficiency by 8.7 points. 100% of the students who took the exam passed it with at least a Level 3, while 79% of the students passed it with at least a Level 4, which is meeting the College and Career Readiness standard.

AoC did not meet any of the four SUNY absolute, growth and closing the achievement gap metrics for student performance on the NWEA MAP math assessment. While overall benchmarks were not met in 2022-23, grade level results indicate mixed performance with some grades consistently doing better than others. While this speaks to the strengths of specific grade team teachers (elementary school) and grade level content area teachers (middle school), it also highlights the need for the systemic changes that both school's divisions' principals have been making and are continuing to focus on to build all grade level and content area teachers' instructional practices and strengthen the overall instructional program so that growth and achievement can be realized across all grade levels, all content areas and for all student demographic groups.

The results of the NWEA MAP Math assessments are a direct result of the negative impact that prolonged remote instruction had on the delivery of high quality student-centered instructional practices in the classroom across all grades. After more than a year of remote instruction (from spring 2020 through the entire 2020-21 school year), teachers began to rely more and more on teacher-directed strategies given the difficulties of engaging students on Zoom. Teachers fell back on doing the heavy lift for students and student-to-student discourse was replaced with teacher talk. Further, because of similar difficulties in teachers' executing differentiated strategies within the Zoom classroom to address the diverse learning needs of students, it became more effective to rely on pull-out instruction with interventionists through breakout sessions to receive the necessary support to access the curriculum. When school returned to in-person learning, these strategies which had become a staple in our teachers' instructional toolbox during remote learning persisted. This has impacted student engagement in learning preventing the level of growth we need for our students to achieve to overcome learning loss. Everything was exacerbated at the middle school division given the challenges that division faced as AoC found itself having to establish the middle school entirely during a pandemic and in a remote environment with instability and turnover at the Executive Director level which resulted in the middle school's founding principal not having the oversight and support he needed to establish a strong middle school instructional program, let alone during a pandemic.

Both the elementary school and middle school principals have identified many of the same weaknesses in their respective instructional programs and have similar approaches in making the systemic changes to drive improvement. These focus areas will be discussed in a subsequent section.

It is important to note that AoC's results on the 2022-23 NWEA MAP reading and math assessments are consistent with student performance nationally. In a study released in July 2023 by NWEA "Education's Long COVID: 2022-23 Achievement Data Reveal Stalled Progress Toward Pandemic Recovery," the results of its analysis of the 2022-23 NWEA assessment taken by about 3.5 million public school students in the 3rd through 8th grade, showed slower than average growth in math and reading, when compared with students before the pandemic indicating that not only are the learning gaps created during the pandemic not closing, but they may be widening. In a July 11, 2023 New York Times article entitled "U.S. Students' Progress Stagnated Last School Year, Study Finds," the lead researcher on the study, Karyn Lewis said, "We are actually seeing evidence of backsliding."

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school

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should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

AoC does not have any concerns regarding the NWEA MAP Math data reported above. AoC has consistently had high participation rates on the NWEA MAP (higher than participation rates on the NYS assessments as parents are still opting out of the state assessments for their students—although 2023 participation rates on the NYS assessments were much higher than they were in 2022).

Performance on a Regents Mathematics Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing (Level 3 and above)	Percent Passing (Level 3 and above)	Percent Passing (Level 4 and above)
8	2018-19	NA	NA	NA	NA	NA
8	2021-22	Algebra I	23	23	100%	74%
8	2022-23	Algebra I	29	29	100%	79%

MATHEMATICS ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The following are three key focus areas that began implementation in 2022-23 and will continue to be instructional priorities in the coming year and the next charter term in order to strengthen the instructional program, support growth and accelerated learning.

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differentiate learning to make content accessible to all learners), helping students grapple with big questions and apply their learning to real life scenarios in their own lives.

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Curriculum Changes: While improving teacher practice has been a major focus in improving the instructional program at each school division, both principals have also looked closely at the school's curriculum to determine if changes were needed. The current middle school principal undertook a complete overhaul of the middle school curriculum after her review found that there was inconsistent use of existing curriculum that been purchased by the school with most teachers drawing from a wide range of resources to create their own curriculum with no intentional work to ensure alignment with New York State/Next Generation Learning Standards. The middle school principal moved to a middle school-wide adoption of McGraw Hill curricular resources for all core content areas, which had been received well by teachers.

Finally, in our dedicated pursuit of inclusivity and enhanced student attainment, we have introduced a Study Hall period. This period allows students the flexibility to engage in study, complete homework assignments, or seek valuable tutoring support from their instructors. Furthermore, we have initiated an after-school tutoring program commencing in November 2023, designed to bolster our students' scholastic accomplishments beyond our regular school hours.

GOAL 3: SCIENCE

AoC students will meet or exceed the NYS core curriculum standards and National Education standards for their grade level.

BACKGROUND

AoC's science curriculum is designed to ensure that students collect and record first-hand data and to represent and analyze it using the scientific method. Children learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypothesis and puzzle over answers using the scientific method. Science instruction is delivered through an inquiry-based approach and incorporates mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

AoC's elementary school uses the Science *Dimensions* text by Houghton Mifflin Harcourt. Currently all elementary school grades have one 45 minute science class and the 5th graders have an additional 30

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minute science lab in each 6-day cycle. Science is taught by a designated science teacher in the elementary school. AoC’s middle school uses McGraw Hill’s *Inspire Science* text for Grades 6-8. All 8th grade students are expected to sit for the NYS Living Environment Regents exam, unless their parents opt their child out. In that case, the student takes the Grade 8 NYS Science assessment. Students in Grades 6 and 7 have between 46 and 55 minutes of daily science. Grade 8 students have between 63 and 74 minutes of Living Environment daily.

Professional development for our science teachers includes training from consultants provided by the curriculum we utilize as well as individual workshops that teachers attend. In addition, science teachers receive coaching from leadership team members.

Aside from the middle school’s adoption of the McGraw Hill *Inspire Science* curriculum which replaced IQWST from Activate Learning, there were no changes to the science program or science staffing during the 2022-23 school year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2023. Additionally, AoC 8th graders who were in Regents level Living Environment took the Living Environment Regents Exam in lieu of the Grade 8 NYS Science exam. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	There was no 2023 Grade 4 NYS Science Assessment. The Grade 4 Science test is being replaced by the Grade 5 NYS Science Assessment which will be administered for the first time in 2024.		
8	25	6	24%
All	25	6	24%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

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school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	There was no 2023 Grade 4 NYS Science Assessment. The Grade 4 Science test is being replaced by the Grade 5 NYS Science Assessment which will be administered for the first time in 2024.					
8	25	6	24%	The CSD 30 2023 NYS Grade 8 Science Assessment results are not yet publicly available.		
All	25	6	24%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	TBD

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The Grade 4 NYS Science assessment is no longer being administered as it will be replaced by the Grade 5 NYS Science Assessment in 2024. Only 24% of AoC Grade 8 Students in the 2-Year BEDS cohort scored proficient on the NYS Science exam, which is a decrease of 9 points from 2022 proficiency. No

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comparative data is available for CSD 30 performance on the Grade 8 science exam. Half of our 8th grade students were in the non-Regents science class while the other half was in the Regents Living Environment class. Our advanced science students continue to excel as is evident by their performance on the Living Environment Regents Exam—90% passed the Regents exam an increase of 3 points over the passing rate on the 2022 Living Environment Regents exam.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

AoC has no concerns with the data reported.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	NA	NA	NA	NA
8	2021-22	Living Environment	23	20	87%
8	2022-23	Living Environment	29	26	90%

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

It is important to stress that the key focus areas described in the previous responses for ELA and math are designed to strengthen AoC's overall instructional program and thus the quality of instruction in all content areas. As such, those areas described are expected to positively impact student growth and achievement in science. As it relates specifically to science, in the current academic year, we have embraced a more inclusive approach, striving to extend the opportunity to take the Living Environment Regents Exam to students of diverse abilities. In light of the inherent diversity of our classrooms, there is no longer a singular Regents class exclusively housing high-achieving students. Additionally, in our dedicated pursuit of

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inclusivity and enhanced student attainment, as discussed previously we have introduced a Study Hall period. This period allows students the flexibility to engage in study, complete homework assignments, or seek valuable tutoring support from their instructors. Furthermore, we have initiated an after-school tutoring program commencing in November 2023, designed to bolster our students' scholastic accomplishments beyond our regular school hours.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	Local Support and Improvement (LSI)—Made Progress

ADDITIONAL CONTEXT AND EVIDENCE

Under the New York State Accountability System that has been implemented using 2021-22 school year data and permanently adopted by the NYS Board of Regents in February 2023⁷, AoC's accountability status for the 2022-23 school year is LSI (Local Support and Improvement)⁸. According to guidance prepared by the New York State Education Department updated March 2023⁹, a school identified for LSI means that:

- A school that is not identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI) for the 2022-23 school year.

⁷ https://www.nysed.gov/sites/default/files/programs/accountability/22-23-sy-haw-final_0.pdf

⁸ <https://data.nysed.gov/essa.php?instid=800000081568&year=2022&createreport=1&StateStatus=1> (see Excel spreadsheet linked within the page).

⁹ https://www.nysed.gov/sites/default/files/programs/accountability/22-23-sy-haw-final_0.pdf

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- A school identified for CSI, ATSI or TSI in the 2021-22 school year that meets the exit criteria for all groups for which it is identified and is not newly identified for CSI, ATSI or TSI for the 2022-23 school year is a school identified for LSI.
- A school identified for LSI will continue to use the systems and processes established at the local level for continuous improvement efforts. There is no change in regulatory requirements for this group of schools.

As there were no Recognition School determinations made using 2021-22 school year results, the LSI determination AoC received for 2022-23 is the “highest” available accountability status available for schools in 2022-23. Beginning with the 2022-23 school year results, schools identified for LSI that exhibit evidence of high performance and/or rapid improvement as determined by the Commissioner will be designated Recognition Schools.

In each of the two previous school years, AoC’s accountability status remained In Good Standing.