

Achievement First Brooklyn K-8 Charters

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 15, 2023

By John Sharkey

Charter	School Address	School Phone Number
Apollo	350 Linwood St Brooklyn, NY 11208	347-471-2620
Bushwick	125 Covert St Brooklyn, NY 11207	347-471-2550
Endeavor	510 Waverly Avenue Brooklyn, NY 11238	718-622-5994
Linden	800 Van Siclen Ave Brooklyn, NY 11207	347-471-2700
North Brooklyn Prep	200 Woodbine Street Brooklyn, NY 11221	347-471-2690
Voyager	601 Parkside Avenue Brooklyn, NY 11226	347-471-2640



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross 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)
Romy Coquillet	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Academic
Jonathan Atkeson	Trustee/Member	Facilities
Warren Young	Treasurer	Executive, Finance
Amy Arthur Samuels	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Trustee/Member	N/A
Josh Vidro	Trustee/Member	Facilities
William Robalino	Trustee/Member	Finance
Akeem Frett	Trustee/Member	Finance
Christopher J. Lynch	Vice Chair	Executive, Finance, Facilities
Anup Menon	Trustee/Member	Executive
Shawn Warren Crowley	Trustee/Member	N/A
Alison Richardson	Vice Chair	Executive, Academic

School Leaders

Charter	Principal
Apollo	Jessica McDonald has served as the elementary school principal since 2023. Jesse Ugglia has served as the middle school principal since 2019.
Bushwick	Courtney Saretzky has served as the elementary school principal since 2017. Samantha Jones has served as the middle school principal since 2022.
Endeavor	Colleen Young has served as the elementary school principal since 2020. Jaden Joseph has served as the middle school principal since 2022.
Linden	Mariama Diallo has served as the elementary school principal since 2022. Stephanie Blieka has served as the middle school principal since 2022.
North Brooklyn Prep	Alicia Harper has served as the elementary school principal since 2021. Katherine Delacruz has served as the middle school principal since 2022.
Voyager	Chris Ford has served as the middle school principal since 2023.

SCHOOL OVERVIEW

The mission of Achievement First schools is to deliver on the promise of equal educational opportunity for all of America's children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. We prepare our students to deepen their knowledge of self and community, to excel at college, career and life, and to lead lives of purpose and leadership.

Endeavor and Bushwick opened in 2006. Apollo followed in 2010. North Brooklyn Prep and Linden both opened in 2014, and Voyager opened in 2016.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

Historically, AF Brooklyn Charter Schools implemented a strong curriculum developed by AF's Teaching and Learning Team. The data you see in this report is still based on implementation of that internal curriculum.

Starting in 23-24, AF Brooklyn Charter Schools transitioned to implementing a mix of external and internal curriculum to ensure that we continued to provide our children with the best possible curriculum available. In 23-24, we are implementing Wit & Wisdom in K-8 ELA, Achievement First Math in K-4 Math, Illustrative Mathematics in 5-8 Math, and OpenSciEd in Grades 6-8, all of which have been greenlit by EdReports after a rigorous review.

A note on Greenfield and Classic references: In the past, you have seen references to "Greenfield" or GF schools as compared to "Classic". Greenfield refers to a separately developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective. As of 2023-24, we are no longer designating schools as "Greenfield" or "Classic," so this will be the last report that includes any reference to these different models.

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
Apollo	2020-21	88	91	100	104	95	104	102	87	95					866
	2021-22	83	80	84	85	94	94	94	96	87					797
	2022-23	58	91	87	84	91	92	93	91	92					779
Bushwick	2020-21	87	96	98	112	111	110	108	110	98					930
	2021-22	82	95	99	104	110	102	105	104	107					908
	2022-23	81	95	98	103	102	102	97	105	104					887
Endeavor	2020-21	66	109	96	93	96	98	97	101	99					855
	2021-22	52	69	98	88	87	95	96	96	90					771
	2022-23	45	63	78	92	87	96	90	91	93					735
Linden	2020-21	69	91	100	104	99	91	93	77	91					724
	2021-22	51	72	90	97	103	100	87	95	72					767
	2022-23	64	62	80	97	94	75	86	70	81					709
North Brooklyn Prep	2020-21	91	96	100	97	97	99	95	97						772
	2021-22	95	86	94	93	93	97	97	95	97					847
	2022-23	90	94	88	88	96	96	94	94	95					835
Voyager	2020-21						25	63	66	57					211
	2021-22							55	64	66					185
	2022-23							41	54	60					155

GOAL 1: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. Our texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge about the world and their own communities, identities, and history. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students can speak and write in a manner that is insightful, persuasive, and critical.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Apollo	3	82		3					85
	4	82		2					84
	5	89		1					90
	6	85							85
	7	86	2						88
	8	85	1						86
	All	509	3	6					518
Bushwick	3	94							94
	4	97							97
	5	106							106
	6	95							95
	7	107							107
	8	103							103
	All	602							602
Endeavor	3	80							80
	4	85							85
	5	84		7					91
	6	88		2					90
	7	58	1	1					59
	8	84	1	8					93
	All	479	2	19					500
Linden	3	91							
	4	83							
	5	73							
	6	82							
	7	65							
	8	73							
	All	467							
North Brooklyn Prep	3	85		4					89
	4	91		5					96
	5	95	1						96
	6	86	1	1			1		88
	7	88	2						90
	8	88	1	1					90
	All	533	5	11			1		550

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Voyager	3							
	4							
	5							
	6	43		2				45
	7	53		2				55
	8	60						60
	All	154		4				158

Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year¹

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Apollo	3	82	40	48.8%	69	36	52.2%
	4	82	41	50.0%	72	34	47.2%
	5	89	25	28.1%	76	21	27.6%
	6	85	36	42.4%	83	37	44.6%
	7	86	49	57.0%	77	45	58.4%
	8	85	55	64.7%	85	54	63.5%
	All	509	246	48.3%	432	227	49.1%
Bushwick	3	94	37	39.4%	81	32	39.5%
	4	96	57	59.4%	88	56	63.6%
	5	106	60	56.6%	98	53	54.1%
	6	95	44	46.3%	88	41	46.6%
	7	107	58	54.2%	97	52	53.6%
	8	103	77	74.8%	95	74	77.9%
	All	601	333	55.4%	547	308	56.3%
Endeavor	3	80	44	55.0%	76	40	52.6%
	4	85	48	56.5%	73	45	61.6%
	5	84	32	38.1%	71	27	38.0%
	6	88	32	36.4%	82	32	39.0%
	7	58	35	60.3%	50	29	58.0%
	8	84	70	83.3%	78	64	82.1%
	All	479	261	54.5%	430	237	55.1%
Linden	3	91	29	31.9%	76	25	32.9%
	4	83	41	49.4%	74	35	47.3%
	5	73	24	32.9%	81	28	34.6%
	6	82	33	40.2%	75	32	42.7%
	7	65	34	52.3%	59	34	57.6%

¹ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	8	73	48	65.8%	72	46	63.9%
	All	467	209	44.8%	437	200	45.8%
North Brooklyn Prep	3	85	26	30.6%	79	22	27.8%
	4	91	40	44.0%	82	38	46.3%
	5	95	41	43.2%	84	33	39.3%
	6	86	31	36.0%	79	28	35.4%
	7	88	55	62.5%	81	50	61.7%
	8	88	67	76.10%	82	62	75.6%
	All	533	260	48.8%	487	233	47.8%
Voyager	3						
	4						
	5						
	6	42	20	47.6%			
	7	52	30	57.7%	50	28	56.0%
	8	60	41	68.3%	58	40	69.0%
	All	154	91	59.1%	108	68	63.0%

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

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.²

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

	Grade	Percent of Students at or Above Proficiency
--	-------	---

² 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](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		Charter School Students In At Least 2 nd Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Apollo (District 19)	3	52.2%	69	36.1%	1150
	4	47.2%	72	46.0%	1182
	5	27.6%	76	38.1%	1300
	6	44.6%	83	30.2%	1254
	7	58.4%	77	35.4%	1404
	8	63.5%	85	45.5%	1392
	All	49.1%	432	38.6%	7682
Bushwick (District 32)	3	39.5%	81	28.1%	566
	4	63.6%	88	34.9%	541
	5	54.1%	98	31.1%	601
	6	46.6%	88	35.6%	710
	7	53.6%	97	38.6%	797
	8	77.9%	95	52.7%	787
	All	56.3%	547	37.8%	4002
Endeavor (District 13)	3	52.6%	76	60.50%	745
	4	61.6%	73	60.80%	803
	5	38.0%	71	55.50%	797
	6	39.0%	82	46.90%	518
	7	58.0%	50	53.50%	510
	8	82.1%	78	56.60%	486
	All	55.1%	430	56.30%	3859
Linden (District 19)	3	32.9%	76	36.1%	1150
	4	47.3%	74	46.0%	1182
	5	34.6%	81	38.1%	1300
	6	42.7%	75	30.2%	1254
	7	57.6%	59	35.4%	1404
	8	63.9%	72	45.5%	1392
	All	45.8%	437	38.6%	7682
North Brooklyn Prep (District 32)	3	27.8%	79	28.1%	566
	4	46.3%	82	34.9%	541
	5	39.3%	84	31.1%	601
	6	35.4%	79	35.6%	710
	7	61.7%	81	38.6%	797
	8	75.6%	82	52.7%	787
	All	47.8%	487	37.8%	4002
Voyager (District 17)	3				
	4				
	5				
	6				

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	7	56.0%	50	45.1%	1073
	8	69.0%	58	54.1%	1080
	All	63.0%	108	49.6%	2153

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 data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
			Actual	Predicted	
Apollo	3	85.0%	45.2	34.6	0.54
	4	82.4%	25.8	30.6	-0.27
	5	88.0%	38.9	25.0	0.90
	6	86.5%	62.8	46.1	0.99
	7	82.9%	52.2	38.9	0.72
	8	81.5%	62.7	42.4	1.08
	All	84.4%	47.6	36.0	0.66
Bushwick	3	82.2%	62.5	35.8	1.36
	4	86.4%	46.7	28.9	1.00
	5	86.1%	52.1	25.8	1.58
	6	85.5%	68.0	46.5	1.28
	7	86.8%	76.0	37.6	2.31
	8	79.5%	69.4	43.0	1.40
	All	84.4%	62.3	36.3	1.48
Endeavor	3	73.3%	57.6	39.4	0.95

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
			Actual	Predicted	
	4	74.4%	42.2	34.0	0.47
	5	83.2%	36.3	27.0	0.56
	6	81.3%	73.1	48.1	1.48
	7	80.4%	64.0	39.7	1.31
	8	74.7%	71.8	44.4	1.46
	All	78.0%	57.4	38.7	1.04
Linden	3	86.5%	53.9	34.0	1.02
	4	80.0%	26.8	31.6	-0.27
	5	88.0%	22.3	25.0	-0.17
	6	85.1%	59.0	46.7	0.73
	7	77.9%	40.0	40.6	-0.03
	8	75.0%	61.5	44.4	0.92
	All	82.5%	42.8	36.4	0.34
North Brooklyn Prep	3	75.8%	31.8	38.4	-0.34
	4	76.3%	25.8	33.2	-0.42
	5	80.4%	27.7	28.1	-0.03
	6	75.5%	64.4	50.3	0.85
	7	77.9%	62.6	40.6	1.19
	8	78.6%	74.7	43.3	1.68
	All	77.4%	47.9	38.9	0.49
Voyager	3				
	4				
	5				
	6	80.4%	64.2	48.4	0.93
	7	80.0%	53.0	39.9	0.71
	8	75.8%	68.3	44.1	1.29
	All	78.6%	61.5	43.8	0.97

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

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: STAR Reading in grades 5-8. The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

Our target goal of 50 refers to the average student growth percentile. STAR Reading is a nationally administered assessment, giving us comparative data. This comparative data helps us understand how students at AF grew relative to peers across the country, given the same initial data. For the purposes of this goal, we expect the average student growth percentile to be at the 50th percentile comparing beginning of year scores to end of year scores.

In 22-23, there were mixed results among the AF Brooklyn schools at meeting the metric of a median SGP of 50 overall. There is a wide range of schools and individual grades exceeding and not meeting this benchmark. In total, two schools met this metric (Apollo and Linden) while four schools did not (Bushwick, Endeavor, North Brooklyn Prep, and Voyager). All but one school (Bushwick) had at least one grade meeting the 50th student growth percentile goal.

End of Year Growth on 2022-23 STAR Reading Assessment
By All Students

	Grades	Median Growth Percentile	Number Tested
Apollo	5	50	91
	6	43	83
	7	42	79
	8	57	83
	All	50	336
Bushwick	5	35	101
	6	47	98
	7	47	107
	8	45	96
	All	41.5	398
Endeavor	5	42	93
	6	29	87
	7	35	59
	8	63.5	82
	All	42	321

	Grades	Median Growth Percentile	Number Tested
Linden	5	55	73
	6	51	82
	7	57	66
	8	42	75
	All	51.5	296
North Brooklyn Prep	5	52	94
	6	53	85
	7	40	87
	8	46	85
	All	49	351
Voyager	5	N/A	N/A
	6	56	37
	7	48	54
	8	47	58
	All	49	149

SUMMARY OF THE ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures. 5/6 schools met the comparative measure and 2/6 schools met the growth measure.

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.	Apollo: Not Met Bushwick: Not Met Endeavor: Not Met Linden: Not Met North Brooklyn: Not Met Voyager: Not Met
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.	Apollo: Met Bushwick: Met Endeavor: Not Met Linden: Met North Brooklyn: Met Voyager: Met
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.	Apollo: Met Bushwick: Met Endeavor: Met Linden: Met North Brooklyn: Met Voyager: Met
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
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered Star Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	Apollo: Met Bushwick: Not Met Endeavor: Not Met Linden: Met North Brooklyn: Not Met Voyager: Not Met

EVALUATION OF ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures. 5/6 schools met the comparative measure and 2/6 schools met the growth measure.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA Directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.

This year we have implemented a science of reading aligned curriculum - Wit and Wisdom from Great Minds - across our K-8 classrooms. We will continue to assess 5-8 scholars using the STAR assessment, and in grades K-4, we will be using the mCLASS/Dibels + Cubed reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in most cases 3rd grade) classrooms and have implemented Geodes, a Great Minds series of decodable texts aligned to both Wit & Wisdom and the FUNdations scope and sequence. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions, shifts, and direct-to-school training and support.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.

GOAL 2: MATHEMATICS

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

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in several mathematical practices that have long standing importance in mathematics education.

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations

- While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. **Procedural Fluency:** skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems.
 3. **Strategic Competence & Adaptive Reasoning:** ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 4. **Productive Disposition:** habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with mathematical practices fall.
 - While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

In the 22-23 school year we continued to invest in strengthening our Cognitively Guided Instruction in grades 3-4, with monthly leader support, aligned to our vision. CGI is a framework that helps teachers to understand how children's mathematical ideas develop, and provides an opportunity to build on the child's own thinking and understanding. This past year, we continued Professional Development on CGI for our School Leaders to support teachers to make the sustained and generative changes in their practice that have been shown to have a positive effect on student outcomes.

In grades 5-8, we implemented the Illustrative Math curriculum in all schools, with aligned summer trainings and ongoing support for teachers and school leaders.

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.

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	

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Apollo	3	83	2	1						86
	4	85	1	2						88
	5	91		1						92
	6	86	1							87
	7	84								84
	8	90								90
	All	519	4	4						527
Bushwick	3	96								96
	4	102								102
	5	101								101
	6	94				1				95
	7	105		1						106
	8	102								102
	All	600		1		1				602
Endeavor	3	81								81
	4	86								86
	5	85		7						92
	6	77	1	3						81
	7	86		3						89
	8	50	2	11						63
	All	465	3	24						492
Linden	3	94								
	4	86								
	5	73								
	6	83								
	7	67								
	8	72								
	All	475								
North Brooklyn Prep	3	83		4						87
	4	91		4						95
	5	94	1							95
	6	91		1						92
	7	89								89
	8	86	2	1						89
	All	534	3	10						547
Voyager	3									
	4									
	5									
	6	46								46
	7	54		1						55
	8							61		61
	All	100		1				61		162

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Apollo	3	83	50	60.2%	68	43	63.2%
	4	85	51	60.0%	74	42	56.8%
	5	91	43	47.3%	77	38	49.4%
	6	86	52	60.5%	84	51	60.7%
	7	84	63	75.0%	76	55	72.4%
	8	90	65	72.2%	90	65	72.2%
	All	519	324	62.4%	469	294	62.7%
Bushwick	3	96	47	49.0%	81	40	49.4%
	4	102	66	64.7%	91	66	72.5%
	5	101	76	75.2%	94	67	71.3%
	6	94	71	75.5%	86	64	74.4%
	7	105	66	62.9%	96	58	60.4%
	8	102	77	75.5%	94	74	78.7%
	All	600	403	67.2%	542	369	68.1%
Endeavor	3	81	56	69.1%	76	50	65.8%
	4	86	51	59.3%	73	47	64.4%
	5	85	33	38.8%	71	28	39.4%
	6	77	50	64.9%	72	46	63.9%
	7	86	56	65.1%	76	49	64.5%
	8	50	42	84.0%	45	38	84.4%
	All	465	288	61.9%	413	258	62.5%
Linden	3	94	26	27.7%	77	23	29.9%
	4	86	46	53.5%	75	40	53.3%
	5	73	30	41.1%	81	39	48.1%
	6	83	34	41.0%	76	31	40.8%
	7	67	36	53.7%	61	36	59.0%
	8	72	35	48.6%	66	31	47.0%
	All	475	207	43.6%	436	200	45.9%
North Brooklyn Prep	3	83	53	63.9%	78	48	61.5%
	4	91	71	78.0%	82	65	79.3%
	5	94	55	58.5%	83	47	56.6%
	6	91	44	48.4%	83	41	49.4%
	7	89	50	56.2%	82	46	56.1%
	8	86	64	74.4%	80	60	75.0%
	All	534	337	63.1%	488	307	62.9%
Voyager	3						
	4						

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	5						
	6	46	14	30.4%			
	7	54	30	55.6%	49	27	55.1%
	8						
	All	100	44	44.0%	52	27	51.9%

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.

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
Apollo (District 19)	3	63.2%	68	43.6%	1206
	4	56.8%	74	42.5%	1246
	5	49.4%	77	39.4%	1334
	6	60.7%	84	25.6%	1292
	7	72.4%	76	31.1%	1404
	8	72.2%	90	31.8%	1261
	All	62.7%	469	35.5%	7743
Bushwick (District 32)	3	49.4%	81	33.3%	589
	4	72.5%	91	33.1%	593
	5	71.3%	94	27.8%	643

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	6	74.4%	86	30.0%	747
	7	60.4%	96	36.1%	781
	8	78.7%	94	37.1%	415
	All	68.1%	542	32.7%	3768
Endeavor (District 13)	3	65.8%	76	57.8%	753
	4	64.4%	73	54.1%	813
	5	39.4%	71	51.6%	798
	6	63.9%	72	35.5%	504
	7	64.5%	76	41.6%	485
	8	84.4%	45	25.7%	319
	All	62.5%	413	47.7%	3672
Linden (District 19)	3	29.9%	77	43.6%	1206
	4	53.3%	75	42.5%	1246
	5	48.1%	81	39.4%	1334
	6	40.8%	76	25.6%	1292
	7	59.0%	61	31.1%	1404
	8	47.0%	66	31.8%	1261
	All	45.9%	436	35.5%	7743
North Brooklyn Prep (District 32)	3	61.5%	78	33.3%	589
	4	79.3%	82	33.1%	593
	5	56.6%	83	27.8%	643
	6	49.4%	83	30.0%	747
	7	56.1%	82	36.1%	781
	8	75.0%	80	37.1%	415
	All	62.9%	488	32.7%	3768
Voyager (District 17)	3				
	4				
	5				
	6				
	7	55.1%	49	40.6%	938
	8				
	All	51.9%	52	40.6%	938

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2021-22 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
Apollo	3	85.0%	58.3	34.8	1.08
	4	82.4%	36.0	29.1	0.34
	5	88.0%	33.3	21.6	0.69
	6	86.5%	47.1	23.8	1.34
	7	82.9%	44.7	22.0	1.18
	8	81.5%	58.3	17.5	2.13
	All	84.4%	45.9	24.7	1.11
Bushwick	3	82.2%	56.7	36.1	0.95
	4	86.4%	44.3	27.0	0.86
	5	86.1%	45.3	22.5	1.23
	6	85.5%	43.1	24.4	1.08
	7	86.8%	48.0	20.2	1.63
	8	79.5%	21.2	17.9	0.17
	All	84.4%	45.8	25.5	1.08
Endeavor	3	73.3%	62.4	40.1	1.05
	4	74.4%	38.9	33.3	0.28
	5	83.2%	27.8	23.9	0.21
	6	81.3%	38.3	26.5	0.61
	7	80.4%	59.1	23.2	1.87
	8	74.7%	47.4	19.0	1.47
	All	78.0%	45.2	28.1	0.87
Linden	3	86.5%	53.8	34.1	0.91
	4	80.0%	26.4	30.4	-0.20
	5	88.0%	10.6	21.6	-0.64
	6	85.1%	29.9	24.6	0.30
	7	77.9%	21.2	24.4	-0.17
	8	75.0%	27.1	18.9	0.42
	All	82.5%	28.2	26.2	0.07
North Brooklyn Prep	3	75.8%	59.1	39.0	0.95
	4	76.3%	19.4	32.3	-0.65
	5	80.4%	45.7	25.2	1.11
	6	75.5%	27.3	29.5	-0.12
	7	77.9%	42.7	24.4	0.95

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
	8	78.6%	29.2	18.1	0.57
	All	77.4%	37.8	28.9	0.46
Voyager	3				
	4				
	5				
	6	80.4%	52.7	27.0	1.34
	7	80.0%	33.8	23.4	0.54
	8				
	All	80.2%	42.5	25.0	0.91

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

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: internally created Interim Assessments in grades 3-8.

A comparison between the March 2023 (IA3) and June (EOY) 2023 interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam. These are shown in the table below.

Percent Proficient for 2022-23 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Apollo	3	28%	50%	22%
	4	22%	41%	19%
	5	43%	29%	-14%
	6	48%	49%	1%
	7	37%	70%	33%
	8	64%	65%	1%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Bushwick	3	59%	52%	-7%
	4	45%	48%	3%
	5	79%	64%	-15%
	6	83%	67%	-16%
	7	62%	57%	-5%
	8	70%	58%	-12%
	8th Algebra	88%	100%	12%
Endeavor	3	61%	72%	11%
	4	58%	44%	-14%
	5	53%	33%	-20%
	6	62%	58%	-4%
	7	31%	46%	15%
	8	47%	44%	-3%
	8th Algebra	90%	100%	10%
Linden	3	32%	25%	-7%
	4	36%	33%	-3%
	5	72%	32%	-40%
	6	38%	36%	-2%
	7	29%	42%	13%
	8	46%	38%	-8%
North Brooklyn Prep	3	14%	38%	24%
	4	33%	42%	9%
	5	82%	53%	-29%
	6	42%	29%	-13%
	7	34%	27%	-7%
	8	73%	58%	-15%
Voyager	6	28%	25%	-3%
	7	37%	44%	7%
	8th Algebra	34%	71%	37%

SUMMARY OF THE MATHEMATICS GOAL

Of the two applicable measures required our charters met 1 of the 2. We also met the additional measure we set based on our internal assessment data.

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.	Apollo: Not Met Bushwick: Not Met Endeavor: Not Met Linden: Not Met North Brooklyn: Not Met Voyager: Not Met
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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Apollo: Met Bushwick: Met Endeavor: Met Linden: Met North Brooklyn: Met Voyager: Met
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.	Apollo: Met Bushwick: Met Endeavor: Met Linden: Not Met North Brooklyn: Met Voyager: Met
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
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient.	Apollo: Not Met Bushwick: Not Met Endeavor: Not Met Linden: Not Met North Brooklyn: Not Met Voyager: Met

EVALUATION OF THE MATHEMATICS GOAL

As noted above, the absolute performance of 75% was not met overall. On average, we fell about 20% short of this goal. However, there are some specific school/grade exceptions where the 75% goal was met or exceeded, namely Bushwick (District 32) grade 8, Endeavor (District 13) grade 8, North Brooklyn Prep (District 32) grade 4 and grade 8.

Despite absolute performance falling below goal, all schools met the overall comparative metrics.

One challenge that arose when responding to interim assessments was that the rigor varied from one to the next; for example, the third fifth grade interim assessment (IA3) was more rigorous than the first (IA1), leading to the perception of declining achievement. This perception was counter to the inferences from other sources of data (e.g. unit assessments, classroom observations with detailed study of student work). To remedy this issue, Achievement First has contracted with Achievement Network (ANet) to write interim assessments for the 2023-24 school year that will allow us to more meaningfully gauge progress from one assessment cycle to the next.

MATHEMATICS ACTION PLAN

While we are seeing growth in students during the year and are performing well compared to our comparison districts, absolute performance in Math is not where it needs to be.

In Elementary we are focused on expanding our Cognitively Guided Instruction pilot based on positive feedback and data from schools as well continuing the Context for Learning Mathematics (CFLM) pilot in K-4 that is grounded in a constructivist approach to determine our long term plan for our math program. We have partnered with external experts for both curriculums to continue to build internal expertise around implementation. Additionally, we have a more formalized and improved assessment strategy to better monitor student skill acquisition and growth throughout the year. We are most focused on our CGI

test data and Counting Proficiency Assessment data. We have formalized windows, improved data entry systems, and added completion monitoring for the Counting Proficiency Assessment.

In Middle School we are fully implementing the Illustrative Math curriculum and, within this curriculum, continuing to focus on essential standards as identified by Achieve the Core to allow scholars to deep dive into the most important standards. We have worked hard to train teachers and leaders in this curriculum, and we are monitoring progress toward our implementation goals on a monthly basis. In addition to this monitoring, we are working directly with teachers (once per month) to do ongoing professional development and with leaders to align on the vision for strong instruction and to build skill in helping teachers achieve this vision.

GOAL 3: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states, "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

As a continued testament to how our program goes beyond the floor set by external assessment, during 22-23 we piloted one unit from the OpenSciEd curriculum, which has been designated as High Quality by Achieve and EdReport. We piloted this in the spring at many of our schools in order to learn from, build with, and maintain the integrity of our program. We continue to strive to demand and support a focus on scientific thinking in our schools by supporting the pedagogical development of our teachers and leaders. We are excited about what is to come next.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 8th grade in spring 2023. 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
Apollo	4			
	8	76	33	43.4%
	All	76	33	43.4%
Bushwick	4			
	8	70	22	31.4%
	All	70	22	31.4%
Endeavor	4			
	8	72	30	41.7%
	All	72	30	41.7%
Linden	4			
	8	4	2	50.0%
	All	4	2	50.0%
North Brooklyn Prep	4			
	8	75	53	70.7%
	All	75	53	70.7%
Voyager	4			
	8	56	21	37.5%
	All	56	21	37.5%

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 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Apollo	4						
	8	76	33	43.4%			
	All	76	33	43.4%			
Bushwick	4						
	8	70	22	31.4%			
	All	70	22	31.4%			
Endeavor	4						
	8	72	30	41.7%			
	All	72	30	41.7%			
Linden	4						
	8	4	2	50.0%			
	All	4	2	50.0%			
North Brooklyn Prep	4						
	8	75	53	70.7%			
	All	75	53	70.7%			
Voyager	4						
	8	56	21	37.5%			
	All	56	21	37.5%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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. This outcome was not met by any of the schools included in this report.

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.	Apollo: Not Met Bushwick: Not Met Endeavor: Not Met Linden: Not Met North Brooklyn: Not Met Voyager: Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A - no data available at time of submission

EVALUATION OF THE SCIENCE GOAL

As noted above, the absolute performance of 75% was not met overall or at any individual school. North Brooklyn Prep performed within 5% of the goal. All other schools performed far below the goal (between -43.6% and -25%).

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the Grade 8 NY State Science Exam administered in 2023 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards and are also much more focused on memorization and recall of science facts. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, the learning loss from the pandemic is likely continuing to impact student performance. In science, students missed the opportunities to engage fully in the science practices of planning and carrying out investigations as well as in the full scope & sequence during remote and hybrid instruction.

ADDITIONAL CONTEXT AND EVIDENCE

A very low number of students took the Grade 8 Science Exam at Linden due to most parents opting students out of the state test.

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	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

ACTION PLAN

Starting in the 23-24 school year, Achievement First is implementing OpenSciEd in Grades 6-8. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow.

OpenSciEd’s world-class, Next Generation Science Standards-aligned (NGSS) instructional materials are designed for how students learn science best. Their high-quality, adaptable, full-course curriculum supports equitable science learning through phenomenon-based, three-dimensional units that prioritize student sensemaking and understanding.

OpenSciEd follows strict design specifications to ensure a quality product that engages diverse students, prompts engrossing discourse and supports the teacher in making science come alive. Through student-led discovery, OpenSciEd fosters a classroom culture of equitable participation where students from all backgrounds contribute at high levels and report that others take their ideas seriously.

We are monitoring implementation of OpenSciEd using an Implementation Progression rubric during classroom observations and student learning data from unit assessments and MAP Growth Science (an external, NGSS-aligned assessment). In a series of four improvement cycles across the school year, we are analyzing and responding to the data. Response will include monthly professional learning sessions for both leaders and teachers, as well as targeted support at schools who need additional support.

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
Apollo	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement
Bushwick	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement
Endeavor	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement
Linden	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement
North Brooklyn Prep	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement
Voyager	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

N/A