

**Achievement First Brooklyn  
Legacy Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Meaghan Ross, Mary Elise Nolan, John Sharkey, Alicia Lynch, and Arliea Cloer 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
Legacy	Jessica Eddy has served as the elementary school principal since 2021.

## 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.

AF Legacy Elementary opened in Fall 2021 and serves K-2 students.

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-4 ELA and Achievement First Math in K-4 Math, both of which have been greenlit by EdReports after a rigorous review.

## 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
2020-21														
2021-22	88													88
2022-23	62	91												153

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

The K-4 literacy program at Achievement First must prepare students to be proficient and passionate life-long readers, writers, and thinkers who see themselves as powerful change makers. Reading and writing, unlike speech, are not natural processes. Our program must align with cognitive science (as represented by the Simple View of Reading and Scarborough's Reading Rope) and affirm our students' identities and brilliance in both what we teach and how we teach it.

Our program must support strong word recognition. We must:

- Include explicit and systematic phonics, phonemic awareness, and high frequency word instruction. Most people do not naturally crack the code of English without direct instruction.
- Provide extensive opportunities for students to practice both decoding and encoding using their word recognition knowledge and receive targeted feedback
- Include opportunities for teachers to gather and respond to data on students' word recognition knowledge

Our program must support strong oral language and reading comprehension. We must:

- Support students' development of strong language comprehension through read aloud of complex texts and sentence level syntax analysis in both reading and writing
- Support students' expressive language development and promote student voice through frequent opportunities to engage in meaningful discussion
- Support students' development of strong background knowledge by teaching content-driven units where students are learning about the world as they read and write. Research shows that background knowledge greatly improves a student's ability to read and understand complex texts.
- Support students knowledge of text structure by reading across a wide variety of genres and teaching what we expect to find in each genre and how authors organize different genres
- Support students knowledge of vocabulary through instruction in word structure, repeated exposure, discussion, and use of a set of content-aligned vocabulary words in each unit
- Put content and text understanding in the foreground, with skills and strategy instruction used as a means to build or access strong understanding. This means we do not teach reading skills in isolation. For example, we don't read a nonfiction passage about Reconstruction to practice identifying the main idea. Instead, we read a nonfiction passage about Reconstruction to learn more about the historical context that led to The Great

Migration. In order to learn that content, we will need to understand the main idea of the passage.

Our program must affirm our students’ identities, brilliance, and power. We must:

- Include engaging texts that provide students opportunities to see mirrors of their own experiences, windows into different experiences, and learn more about themselves and their identities
- Teach history and world knowledge that is relevant and engaging to our students. Our program embeds social studies and history instruction into literacy instruction so that students are learning about social justice, activism, and the true history of our country during their literacy block. Learning science content is critical to students’ having strong world knowledge, but given the focus of our humanities program on social justice, it remains a separate block in our program. You can learn more about the specific social studies content embedded in the humanities program and the pedagogy of strong social studies instruction [here](#).
- Teach students about different ways to advocate and create change
- Provide opportunities to share their ideas through discussion, writing, and creative projects

Our program must help students powerfully and clearly share their ideas in writing. We must:

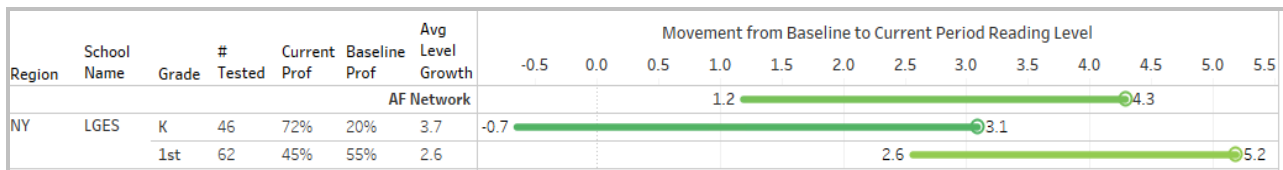
- See reading and writing as reciprocal and intertwined processes.
- Include instruction in sentence level syntax, grammar, and conventions to understand complex sentences in reading and share complex ideas through writing. This content increases in complexity as students progress from K-4.
- Include instruction in paragraph, essay, and story planning, writing, revision, and editing
- Provide students with ample opportunities to write about what they are learning, both during formal writing instruction and as a way to process and express ideas across blocks

## METHOD

At Legacy Elementary School, STEP and F&P were used to evaluate progress in ELA and reading from the beginning of year to the end of the year. Most students in Kindergarten are assessed using STEP.

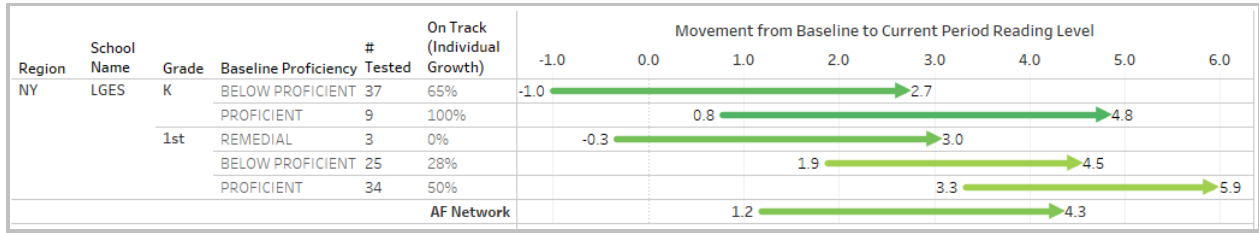
## RESULTS AND EVALUATION

The chart below illustrates the average grade level reading growth and proficiency from BOY to EOY of scholars tested in Kindergarten and 1st Grade at Legacy Charter.

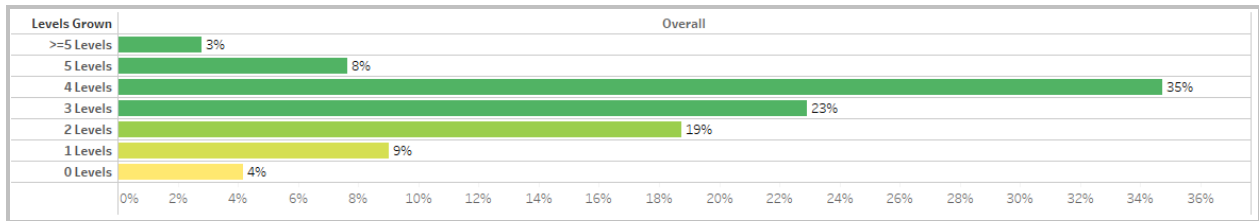


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Scholars grew 3.7 reading levels on average in Kindergarten and 2.6 reading levels on average in 1st grade. For all students at Legacy Elementary, reading proficiency increased from 38% baseline proficiency to 56% proficiency at the end of the 22-23 school year.



Scholars who were proficient grew 2.9 reading levels on average while those scholars who began the year below proficient grew 3.1 average reading levels from BOY to EOY.



96% of scholars grew at least one level in reading, while 68% of the scholars tested for STEP/ F&P grew 3 or more reading levels from the beginning of the year to the end of the year.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### 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 is again a network focus area for the 23-24 school year and next several years. On TTL, managing directors, senior directors, and directors, as well as the Sr. Director of Reading, Leslie Michelle, and a host of other teammates across network teams (S&D, TSS, CAO, Chiefs of Schools, Regional Superintendents, etc.) continue to analyze our reading and ELA programs in partnership with our school teammates to determine where we need to make adjustments.

This year in Elementary we have made several changes in service of advancing scholars' literacy and ELA academic success:

- We have adopted the Wit & Wisdom program and curriculum across all of our schools, K-8.
- Along with Wit and Wisdom, we are teaching FUNdations (w/ Heggerty) across K-3 and Geodes (a decodable books reading program that aligns with Wit & Wisdom and FUNdations) in all K-2 classrooms.

- We have adopted mClass & DIBELS, along with the CUBED assessment as an external assessment, administered 3x a year (BOY, MOY, and EOY), to provide data on reading proficiency and oral language development
- We are supporting our schools through a strong, aligned summer professional development calendar, ongoing professional development throughout the year, and shared improvement cycles that include school visits, interim assessments, and other important data (e.g., culture data, scholar and family feedback, etc.)

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

In the K-4 mathematics program at Achievement First, we believe that mathematics instruction not only involves developing and mastering the skills and conceptual understanding outlined by the Common Core but it does so in a way that fosters student's mathematical identities such that they see themselves as powerful mathematicians. We seek to prepare all of our students to engage in mathematics at a high level throughout their school experience and to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

To do so, we must embrace the fact that learning mathematics requires more than memorizing facts and procedures for solving certain types of problems. We must actively work to implement research based equitable practices and work against white supremacy based practices that perpetuate educational harm on Black, Latinx, and multilingual students, denying them full access to the world of mathematics (Cintron et al, 2021). Therefore, we reject the I-We-You approach and instead are committed to a program that approaches teaching from an asset based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. Additionally, we are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm.

In the 22-23 school year we continued to invest in strengthening our Cognitively Guided Instruction (CGI), 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.

METHOD

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science.

The (first table with RIT) first table on student achievement scores for AF Legacy Charter shows that our 1st grade Average RIT of 177 at the EOY 2023 is above the NWEA norms for 1st grade at 176.40. And in K, our Average RIT of 154, is below the NWEA norm of 157.11.

RESULTS AND EVALUATION

Region	School Name	Grade	# Tested	Avg RIT Current	Avg RIT Baseline	School End Year	SGP
NY	AF Legacy ES	1st	88	177	162	2023	44
NY	AF Legacy ES	K	56	154	138	2023	46
Grand Total							44

The student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). Our students averaged in the 44th percentile score, indicating growth in Math at Legacy was greater than 44 percent of similar students taking MAP Math on average.

Region	School Name	# Tested	% Prof Current	% Prof Baseline	% Prof Growth
NY	AF Legacy ES	144	13%	1%	+12%
Grand Total			13%	1%	+12%

Overall, at Legacy, performance on the MAP Math increased in students testing proficient from 1% in the fall to 13% in the spring. This shows an increase from fall-to-spring of 12% of students tested in the proficient range.

Grade Level	Total # of Students	# in Group	% of Total Population	Avg. RIT Score: IEP Enrolled / All Other Scholars	
				Group (Avg. RIT)	Avg. RIT Gap
K	57	7	12%	148	-6.8
1st	89	6	7%	167	-10.1
			AF Network	157	-12.0

By the end of the year, students with disabilities at Legacy elementary had an average RIT score 12 points below their general education peers on average for MAP Math.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, students saw an increase in 12% in proficiency from fall to spring. While the growth demonstrates an average range of growth when considering MAP normative data, the equity data reveals necessary attention needed for students within these subgroups. A continued investment in strengthening tier one instruction is needed, while increased focus on equity subgroups throughout the school year is necessary to eliminate these discrepancies.

ACTION PLAN

In Elementary Math we are focused on expanding our Cognitively Guided Instruction based on positive feedback and data from schools as well as our adding a 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 to engage in collective site visits to continue to monitor the quality of our execution and to provide ongoing feedback to schools.

We also have improved our 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 which is one of the most important assessments for K-1 students in Math and should drive continued improved MAP Math scores.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

N/A

METHOD

N/A

RESULTS AND EVALUATION

N/A

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ACTION PLAN

N/A

## GOAL 4: ESSA

### Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

### RESULTS AND EVALUATION

Achievement First Legacy Elementary school received a Comprehensive Support and Improvement Status for 22-23 based on results from 21-22. According to NYSED, Legacy made progress toward improvement based on self-assessment results.

Accountability Status by Year

Year	Status
2020-21	N/A
2021-22	N/A
2022-23	Comprehensive Support and Improvement