



**Amber Charter School
East Harlem**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Sashemani Elliott prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
John Gutierrez	Board Chair	Executive Committee and Ad hoc member of all board committees
Amador Centeno	Vice Chair	Executive and Facilities Committee
Soledad Hiciano	Secretary	Executive and Development Committee
Frank Aldridge	Treasurer	Executive and Finance Committee
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Miguelina German	Trustee	Education Committee
Lindsay Marino Long	Trustee	Development Committee
Brad Olsen	Trustee	Finance Committee
Jenna Pantel	Trustee	Education and Development Committee
Khiera Peña	Trustee	N/A
Brian Quillin	Trustee	Education Committee

Veronica Almedina and **Kirsys Gomez** have served as the Co-Chief Executive Officers of Amber Charter Schools since July 1, 2022. Between 2019 and 2023, Matthew Bull served as the principal of Amber Charter School East Harlem. **Meirelys Ruiz** assumed the principal role July 2023.

SCHOOL OVERVIEW

After several years in which all of us, across our entire society, have experienced significant shifts in how we live, work, and learn, Amber Charter Schools has truly begun to thrive. Founded in 2000, we continue, as our mission states, to “provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.”

We are a resilient and ever-evolving organization. Our most recent proof points include:

- A smooth leadership transition from a long-standing Executive Director of 15 years to a new co-CEO model, leveraging the current strengths and future potential of two leaders who have remained committed to Amber over their entire careers.
- A re-dedication to the priority of community, establishing new ways of connecting and collaborating across teams and schools.
- Assertive growth, aimed at serving more families in the communities of East Harlem, Kingsbridge, and Inwood, throughout a prolonged global health pandemic and tumultuous times in our nation and world.

During this time of expansion, we have strengthened the power of our network to advance and align the teaching and learning in our schools. Our 22-23 academic evolutions across all schools included:

- The addition of a Network Managing Director of Academics
- Our second annual Leadership Institute, which included all managers, directors, managing directors, principals, and assistant principals. Our core aim was to align on our themes of trust, accountability, and effectiveness for the upcoming school year. We identified these themes based on data reviews and will continue this collaborative work throughout the year. Bringing our leaders together routinely throughout the year will also serve to increase exposure and experience with diverse styles of leadership that are aligned in terms of quality, expectations, and goals.
- Our second year partnering with Noble Story Group. NSG supports our network leaders, principals, and assistant principals to further develop their self-awareness and emotional intelligence, contributing to a deeper understanding of how they influence their leadership (for example, identifying and naming personal triggers).
- Network-wide pacing calendars and scope and sequences for math and ELA.
- Renewed commitment of all schools to the INTO Reading curriculum, while adding the Standards-Plus ELA and Standards Plus Math supplements to support teachers to address student content learning needs in a clear and targeted manner.
- Network-wide professional development days, paired with student asynchronous learning days.
- Cross-campus intervisitations launched for staff developers and data manager coaches, prioritizing alignment of 5th grade teaching and learning across elementary and middle school structures (i.e., at East Harlem Elementary K-5 and Kingsbridge Middle 5-8).

Additionally for 23-24, we are:

- Creating a Chief People Officer role, specifically focused on the quality of our educators and their experiences working at Amber. We are also always striving to improve the hiring, onboarding, development and retention of our educators and other staff members.
- Hiring a Senior Manager of Academics
- Facilitating Leadership Institute 2.0 for all leaders and managers, and extending our partnership with Noble Story Group, specifically targeting all staff developers and deans of students.

- Expanding cross-campus intervisitations to include grade team leaders (teachers).
- Adding Magnetic Reading Phonics for kindergarten, first and second graders. We will also utilize it to target support for 3rd graders, based on demonstrated needs. This program directly addresses persistent, pandemic-influenced gaps that remain evident in our IReady data and shores up what is offered within the existing INTO curriculum materials. We are also confident that it will be helpful scaffolding for our newer teachers.
- Shifting our commitment to the INTO Math curriculum across all schools, as we continue the use of Standards-Plus ELA and Standards Plus Math supplements.
- Providing network-wide pacing calendars and scope and sequences for science and social studies.
- Launching the Science Dimensions curriculum program K-4 across all schools and adding INTO Science for grades 5-8.

In 2022-23, Amber East Harlem (EH) served 336 students in grades K-5 on BEDS day. Of the total student body enrolled, 52% were female and 48% were male. Sixty-seven percent (67%) were Hispanic, while 27% were Black, 1% Asian, 1% Multi-racial, .3% Native American and 2% White. Almost all our students (89%) were economically disadvantaged (with 8% homeless), 22% had a disability and 10% were English Language Learners (with another 3% categorized as former ELLs).

Specifically at Amber East Harlem, for 23-24, we are:

- Welcoming a new principal, who has an impressive record of success as a principal at Brilla Public Charter Schools, and over a decade of experience as a teacher at Brilla, East Harlem Tutorial Program and KIPP NYC.
- Instituting a departmentalized design in 4th and 5th grades, to provide our students with deeper learning experiences in core content areas and prepare them for the structure of our middle school.
- Returning to a model that leverages two staff developers.
- Pursuing our middle school expansion to serve 6th, 7th, and 8th grades.

Finally, as Amber Charter Schools works to improve teaching and learning with coordinated actions in all the ways delineated above, all our schools have taken a close look at student attendance patterns. A recent article in the *New York Times*, "[Where Are the Students? Attendance at school has come to feel more optional than it did before the pandemic](#)," indicated that this problem has ballooned and not yet rebounded to pre-pandemic rates. In fact, the author noted that approximately 25% of students across the U.S. were chronically absent (missed at least 10% of school days) in the 2022-23 school year; that rate was 33% in New York State. At Amber East Harlem, students were absent an average of 15.90 days. With 45% categorized as chronically absent, this subgroup of students was absent an average of 24.43 days over the course of the school year. Although we have protocols and personnel in place to track and address attendance concerns at each school, this year we continued to experience COVID cases, which often caused lengthy absences for affected students as well as their close classmates. Positive cases also often impacted other family members as well as Amber staff. We continue to develop creative approaches to improve student attendance.

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	86	85	91	90	72	66								490
2021-22	34	70	79	77	76	61								397
2022-23	40	41	62	61	64	68								336

Student recruitment at Amber East Harlem has become more challenging over the past decade, as the number of charter schools has grown in East Harlem and the surrounding neighborhoods and more of them now offer K-8 and K-12 designs to families. The prolonged COVID-19 health pandemic has further complicated our enrollment challenges. We continued to enroll students during the 2022-23 school year.

GOAL 1: ENGLISH LANGUAGE ARTS

All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

The school administered the New York State Testing Program English language arts (“ELA”) assessment to grades 3-5; however, results have not yet been released. The school administered iReady assessments to its K-5 students. Results for these grade levels are presented below.

BACKGROUND

Amber EH utilized Houghton Mifflin Harcourt’s [INTO Reading](#) curriculum programs for core English language arts instruction. This program is Common Core State Standards and New York Learning Standards-aligned and received “meets expectations” ratings from EdReports.¹ To supplement our core programs, all students utilize [iReady ELA](#) which offer computer-based lessons, which are aligned to our iReady diagnostic assessments and can be tailored to enrich each child’s learning experience. [Raz Kids](#), which offers tailored and targeted learning experiences, continued to be utilized. Amber Charter School East Harlem students are familiar with both platforms.

Professional development to the faculty was offered during our August Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. We provided informal and formal feedback to all staff members to gauge how plans, whether tailored to the staff member, or the overall school goals, needed to adjust or become codified.

¹ [EdReports INTO Reading 2020](#), [EdReports INTO Math 2020](#)

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 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	60	0	0	0	0	0	0	60
4	61	0	2	2	0	0	0	63
5	65	0	2	2	0	0	0	67
6								
7								
8								
All	186	0	4	4	0	0	0	190

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	60	26	43%	53	25	47%
4	61	28	46%	54	25	46%
5	65	31	48%	62	30	48%
6						

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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7						
8						
All	186	85	46%	169	80	47%

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.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	47%	53	45%	550
4	46%	54	48%	589
5	48%	62	44%	595
6				
7				
8				
All	47%	169	46%	1734

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](#).

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.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	90%	43%		
4	90%	44%		
5	86%	45%		
6				
7				
8				
All	89%	44%		

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.

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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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.

i-READY

During 2022-23, in addition to the New York State 3rd- 5th grade exams, the school used the iReady assessment to measure student growth and achievement in ELA.

RESULTS AND EVALUATION

2022-2023 iReady ELA Assessment End of Year Results

Measure	Subgroup	Target	3 rd - 8 th grades			K-5 th grades		
			Tested	Results	Met?	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	186	115%	YES	321	115%	YES
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	50	139%	YES	77	139%	YES
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	114%	37	115%	YES	68	110%	NO (ALL GEN ED was 118% ATG) ⁷
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	167	23%	NO	250	25%	NO

This year, our students achieved more than average typical growth in ELA, with particular emphasis on our “lowest initial achievers;” students who were two or more grade levels behind made 139% median percent progress. Our students with disabilities in grades 3-5 also made significant annual typical growth (115% median percent progress); however, for K-5 we did not quite meet the 118% target (at 110%). Although we made impressive progress, only about 25% of our 2+year students were at the mid on-grade level or above by the end of the year.

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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The table below shows the percentages of students that achieved mid-on grade level or above. Findings were stronger for students in the earliest grades, particularly in K. Students enrolled in at least their second year only fared slightly better than all students in grades 3, 4 and 5.

End of Year Performance on 2022-23 iReady 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	54%	37	0%	1
1	38%	37	38%	29
2	25%	61	23%	53
3	35%	60	36%	53
4	14%	63	15%	53
5	18%	66	20%	61
All	28%	324	29%	215

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	108%	37
1	127%	37
2	110%	61
3	140%	60
4	80%	63
5	85%	66
All	114%	324

The table above shows the median percentages of annual typical growth, which are cause for celebration overall, and particularly in grades K-3.

ADDITIONAL CONTEXT AND EVIDENCE

In terms of end of year results, our percentages were lower than the prior year, when closer to one third of our students achieved mid on-grade level or above. Below is a comparison of subgroup measures. Although we did not fare as well on measures 1 and 2, we continued to demonstrate strong median percent progress to annual typical growth for our 3-5th grade students, our low initial achievers, and our students with disabilities.

Measure	Subgroup	2022-23	2021-22
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	115%	120%
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	139%	142%
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	115%	125%
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	23%	30%

EVALUATION OF ELA GOAL

New York State Assessment:

We saw a 2% increase in proficiency from the 2022 NYS ELA assessment. We are proud to see growth and are working hard towards meeting our accountability goal of 75% in the near future and head towards our pre-pandemic scores. We were on-par with district 4--edging them out by 1 percent in grades 3-5.

i-Ready:

Despite the challenges described and the need to increase the percentage of students demonstrating mid on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

ADDITIONAL CONTEXT AND EVIDENCE

As described in the opening school overview, we’ve made great strides in the learning resources and professional development provided to our teachers. We will continue to deepen all these efforts as we shore up the academic leadership staff at the network level and extend our collaborations within and across schools. That said, these efforts may have limited impact if our students are missing many days of school.

ELA ACTION PLAN

This year, we provided our teachers with network-wide ELA pacing calendars and scope and sequences. With a renewed commitment to the INTO Reading curriculum, including Lit and Writable (Elem) and

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

Writing Composition (MS), we added the Standards-Plus ELA supplements to support teachers to address student content learning needs in a clear and targeted manner.

For 2023-24, we are adding Magnetic Reading Phonics for kindergarten, first and second graders. We will also utilize it to target support for 3rd graders, based on demonstrated needs. This program directly addresses persistent, pandemic-influenced gaps that remain evident in our iReady data and shores up what is offered within the existing INTO Reading curriculum materials. We are also confident that it will be helpful scaffolding for our newer teachers. To address a range of complexity levels and provide targeted differentiation, we will continue to implement guided reading and station learning.

As in years past, we apply a Response to Intervention framework to determine student levels of academic need, based on diagnostics administered. Academic intervention staffing remains intact, including SETSS, ESL, AIS, tutoring, and Title I Reading teachers, as well as teacher assistants in grades K-2 and tutors in grades 3-5. This structure affords classroom teachers and interventionists more opportunities for coordination and collaboration, and an even smaller teacher/interventionist to student ratio.

Finally, with the hiring of a new principal and re-instatement of a second staff developer, every teacher has one formally assigned coach who will support the development of their practice and progress of their students over the course of the school year.

GOAL 2: MATHEMATICS

All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

The school administered the New York State Testing Program mathematics (“math”) assessment to grades 3-5; however, results have not yet been released. The school administered iReady assessments to its K-5 students. Results for these grade levels are presented below.

BACKGROUND

[Into Math](#) from Houghton Mifflin Harcourt is the curriculum implemented at Amber East Harlem. This curriculum has a strong alignment to the Next Generation State Standards. This program received “meets expectations” ratings from [EdReports](#). The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners. Another important factor in using this program is its robust technology component called [Ed Your Friend in Learning](#). While students did receive hardcopies of curriculum materials, students mostly engaged with their books in a digital and interactive way.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. Particular attention was paid to the adjustment to virtual instruction and best practices surrounding the learning curve associated with

virtual learning. We focused first on the effective roll-out of technology usage and then students and staff were equipped with the tools to take advantage of the digital curriculum.

NEW YORK STATE ASSESSMENTS

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	
3	60	0	0	0	0	0	0	0	60
4	60	1	2	2	0	0	0	0	63
5	63	0	3	2	0	0	0	0	66
6									
7									
8									
All	183	1	5	4	0	0	0	0	189

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
3	60	41	68%	53	37	70%
4	60	26	43%	53	23	43%
5	63	30	48%	60	30	50%
6						
7						
8						
All	183	97	53%	166	90	54%

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.

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	70%	53	43.30%	619
4	43%	53	36%	639
5	50%	60	37.20%	650
6				
7				
8				
All	54%	166	39%	1908

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.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	90%	69%		
4	90%	44%		
5	87%	45%		
6				

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
7				
8				
All	89%	53%		

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.

I-READY

During 2022-23, in addition to the New York State 3rd- 5th grade exams, the school used the iReady assessment to measure student growth and achievement in mathematics.

RESULTS AND EVALUATION

2022-23 iReady Mathematics Assessment End of Year Results

Measure	Subgroup	Target	3 rd - 8 th grades			K-5 th grades		
			Tested	Results	Met?	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	187	117%	YES	322	108%	YES
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	81	120%	YES	108	116%	YES
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual	Students with disabilities ⁹	117%	37	109%	NO	68	102%	NO (GEN ED 110%)

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Typical Growth of 3 rd through 8 th grade general education students at the school.								FOR ALL)
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	168	22%	NO	251	20%	NO

This year, our students achieved more than average typical growth in math, with particular emphasis on our “lowest initial achievers;” those two or more grade levels behind made 120% median percent progress. Our students with disabilities also made significant annual typical growth (109% median percent progress for 3-5); however, across K-5 did not quite meet the 110% target. Although we made impressive progress, less than a quarter (22%, 20%) of our 2+ year students were at the mid on-grade level of above by the end of the year.

The table below shows the percentages of students that achieved mid-on grade level or above. Findings were strongest in kindergarten, with 51% mid on-grade level or above. In terms of students enrolled in their second year, that subgroup only performed slightly better at the 2nd, 4th, and 5th grade levels.

End of Year Performance on 2020-21 iReady 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	51%	37	100%	1
1	27%	37	31%	29
2	8%	61	8%	53
3	28%	60	28%	53
4	8%	63	9%	53
5	26%	66	27%	62
ALL	23%	324	20%	251

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	106%	37
1	117%	37
2	85%	61
3	116%	60
4	104%	63
5	125%	66
All	108%	324

Evidence of growth is demonstrated in the table above, which shows the median percent of annual typical growth above one year in every grade except 2nd. This is cause for celebration, particularly in first, third and fifth grades.

ADDITIONAL CONTEXT AND EVIDENCE

In terms of end of year results, our percentages were higher than the prior year, when only 14% of our students achieved mid on-grade level or above. Below is a comparison of subgroup measures. We demonstrated stronger median percent progress to annual typical growth for our 3-5th grade students, and our low initial achievers. Although our students with disabilities made more than average annual typical growth this year, the growth was a bit higher in 2021-22.

Measure	Subgroup	2022-23	2021-22
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	117%	104%
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	120%	113%
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	109%	113%
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	22%	14%

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

EVALUATION OF THE MATHEMATICS GOAL 24%

New York State Assessment:

We saw a 24% increase in proficiency from the 2022 NYS Math assessment. This came with tremendous focus in this content area which paid off. We also outperformed district students in grades 3-5 by 15% overall.

i-Ready:

Despite the challenges described and the need to increase the percentage of students demonstrating mid on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

ADDITIONAL CONTEXT AND EVIDENCE

As described in the opening school overview, we've made great strides in the learning resources and professional development provided to our teachers. We will continue to deepen all these efforts as we shore up the academic leadership staff at the network level and extend our collaborations within and across schools. That said, these efforts have limited impact if our students are missing many days of school.

MATHEMATICS ACTION PLAN

This year, we provided our teachers with network-wide math pacing calendars and scope and sequences. We added the Standards-Plus Math supplements to support teachers to address student content learning needs in a clear and targeted manner. To address a range of complexity levels and provide targeted differentiation, we will continue to implement station learning.

As in years past, we apply a Response to Intervention framework to determine student levels of academic need, based on diagnostics administered. Academic intervention staffing remains intact, including SETSS, ESL, AIS, tutoring, and Title I Reading teachers, as well as teacher assistants in grades K-2 and tutors in grades 3-5. This structure affords classroom teachers and interventionists more opportunities for coordination and collaboration, and an even smaller teacher/interventionist to student ratio.

Finally, with the hiring of a new principal and re-instatement of a second staff developer, every teacher has one formally assigned coach who will support the development of their practice and progress of their students over the course of the school year.

GOAL 3: SCIENCE

All students at Amber charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

Schools were not required to administer the New York State Testing Program science assessment to grade 4 during the 2022-23 academic year.

BACKGROUND

Amber East Harlem has been utilizing the Science Fusion curriculum since 2017-18. Our staff developers provided guidance on the implementation, and execution of the science curriculum and supplemental resources.

ACTION PLAN

For 2023-24, we have provided network-wide pacing calendars and scope and sequences for science (and social studies) and are launching the [HMH Science Dimensions](#) curriculum program for K-4 and [HMH INTO Science](#) for 5-8 grades, across all schools. These resources are designed to address New Generation Science Standards and will better prepare our students for the new 5th and 8th grade assessments.

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.

RESULTS AND EVALUATION

Amber East Harlem is in good standing.

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing