



**Amber Charter School  
Inwood**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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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
Timothy Day	Trustee	Facilities Committee
Robyn Epps	Trustee	Development Committee
Li'Esha Garcia	Trustee	Finance Committee
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. **Francina Yaw-Costello** has served as the Principal of Amber Charter School Inwood since July 2022.

## 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 Inwood (IW)** served 102 students in grades K-2 on BEDS day. Of the total student body enrolled, 53% were female and 47% were male. Eighty-three percent (83%) were Hispanic, while 14% were Black, 2% Asian, 1% Multi-racial and 2% White. Almost all our students (90%) were economically disadvantaged, with 10% categorized as homeless. One-fifth (20%) had a disability, and 22% were English Language Learners (with another 2% categorized as former ELLs).

The following pages demonstrate our ongoing progress at Amber Inwood, recovering from the complex challenges of the past three years. **We have achieved more than average typical growth in ELA, with particular emphasis on our “lowest initial achievers” – those two or more grade levels behind. More than average typical growth was evident in math as well.**

**In 2023-24, we are:**

- Retiring the AF Navigator mathematics curriculum after a two-year pilot. In alignment with our sister schools, we will fully adopt INTO Math with supplements described above.
- Continuing our partnership with Springboard Collaborative to provide small group (4:1), high dose tutoring in ELA and math. Springboard Collaborative provides high quality professional development to our teachers and offers flexibility of implementation (e.g., push in and pull out supports).

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 Inwood, students were absent an average of 14.95 days. With 46% categorized as chronically absent, these students were absent an average of 21.2 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 and Amber staff. We continue to develop creative approaches to improve attendance.

## ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21														
2021-22	31	23												54
2022-23	37	35	30											102

Amber Inwood opened its doors to students in the fall of 2021. Recruitment was an early challenge, as it was for many schools, during the prolonged COVID-19 health pandemic. We continued to enroll students throughout 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.

### BACKGROUND

Amber Charter Schools 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.<sup>1</sup> 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.

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.

<sup>1</sup>[EdReports INTO Reading 2020](#), [EdReports INTO Math 2020](#)

METHOD

In the 2022-23 school year, Amber IW served kindergarten, first and second grade students. Therefore, the school has not yet administered the New York State Testing Program English language arts (“ELA”) assessment. However, the school administered iReady assessments to its K-2 students. Results for these grade levels are presented below.

RESULTS AND EVALUATION

2022-2023 iReady ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of K through 2nd grade students will be equal to or greater than 100%.	All students	100%	98	115%	YES
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all K through 2nd 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%	14	151%	YES
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 2nd grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	118%	25	98%	NO
Measure 4: Each year, 75% of K through 2nd 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%	39	44%	NO

This year, our students achieved more than average typical growth in ELA, with particular emphasis on our “lowest initial achievers;” those students who were two or more grade levels behind made 151% median percent progress. Our students with disabilities also made significant annual typical growth (98% median percent progress); however, this did not quite meet the 118% target. Although we made impressive progress, not quite half of our 2+year students were at the mid on-grade level or 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 stronger for students enrolled in at least their second year and improve at each grade level.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	29%	35	N/A	N/A
1st	37%	35	40%	25
2nd	39%	28	50%	14
All	35%	98	44%	39

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	98	35
1st	112	35
2nd	159	28
All	115	98

The table above shows the median percentages of annual typical growth, which are cause for celebration. Findings improve at each grade level.

### ADDITIONAL CONTEXT AND EVIDENCE

Measure	Subgroup	2022-23	2021-22
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students will be equal to or greater than 100%.	All students	115%	K: 116% 1 <sup>st</sup> : 80%
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all K through 2 <sup>nd</sup> 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	151%	N/A
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>2</sup>	98%	N/A
Measure 4: Each year, 75% of K through 2 <sup>nd</sup> 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	44%	N/A

<sup>2</sup> 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.

Generally speaking, Amber IW students appeared to demonstrate stronger median percent progress to annual typical growth than last year.

## 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, 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 curriculum materials. We are also confident that it will be helpful scaffolding for our newer teachers.

We are also continuing our partnership with Springboard Collaborative to provide small group (4:1), high dose tutoring in ELA. Springboard Collaborative provides high quality professional development to our teachers and offers flexibility of implementation (e.g., push in and pull out supports).

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.

## 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.

### BACKGROUND

[Into Math](#) from Houghton Mifflin Harcourt is the curriculum implemented at Amber IW. 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.

METHOD

In the 2022-23 school year, Amber IW served kindergarten, first and second grade students. Therefore, the school has not yet administered the New York State Testing Program English language arts (“ELA”) assessment. However, the school administered iReady assessments to its K-2 students. End of year results for these grade levels are presented below.

RESULTS AND EVALUATION

I-READY

2022-23 iReady Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students will be equal to or greater than 100%.	All students	100%	98	104%	YES
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all K through 2 <sup>nd</sup> 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%	16	105%	NO
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>3</sup>	100%	25	93%	NO
Measure 4: Each year, 75% of K through 2 <sup>nd</sup> 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%	39	23%	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 105% median percent progress. Our students with disabilities also made significant annual typical growth (93% median percent progress; however, this did not quite meet the 100% target. Although we made impressive progress, only a quarter (23%) of our 2+ year students were at the mid on-grade level of above by the end of the year.

<sup>3</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below shows the percentages of students that achieved mid-on grade level or above. Findings were strongest in kindergarten, with 46% mid on-grade level or above. In terms of students enrolled in their second year, that subgroup only performed better at the 2<sup>nd</sup> grade level.

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	46%	35	N/A	N/A
1st	23%	35	20%	25
2nd	18%	28	29%	14
All	30%	98	23%	39

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	109	35
1st	92	35
2nd	106	28
All	104	98

Evidence of growth is demonstrated in the table above, which shows the median percent of annual typical growth. This is some cause for celebration, particularly in kindergarten and second grade.

ADDITIONAL CONTEXT AND EVIDENCE

Measure	Subgroup	2022-23	2021-22
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students will be equal to or greater than 100%.	All students	104%	K: 131% 1 <sup>st</sup> : 139%
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all K through 2 <sup>nd</sup> 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	105%	
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 2 <sup>nd</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>4</sup>	93%	
Measure 4: Each year, 75% of K through 2 <sup>nd</sup> 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%	N/A

Generally speaking, Amber IW students did not appear to demonstrate stronger median percent progress to annual typical growth than last year.

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.

For 2023-24, we are retiring the AF Navigator mathematics curriculum after a two-year pilot. In alignment with our sister schools, we will fully adopt INTO Math with supplements described above.

We are also continuing our partnership with Springboard Collaborative to provide small group (4:1), high dose tutoring in math. Springboard Collaborative provides high quality professional development to our teachers and offers flexibility of implementation (e.g., push in and pull out supports).

**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.

<sup>4</sup> 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.

**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 5<sup>th</sup> and 8<sup>th</sup> 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 Inwood is in good standing.

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