



**Amber Charter School
Kingsbridge**

**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. **Ms. Gina Mellusi** has served as the elementary school's principal since 2020. **Ms. Mia Thomas** has served as the principal for the middle school since September 2021.

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 Kingsbridge served 631 students in grades K-7 on BEDS day and 621 students at years-end. Of the total student body enrolled, 52% were female and 48% were male. Eighty-two percent (82%) were Hispanic, while 13% were Black, 4% Asian/Pacific Islander, 2% Multi-racial, and 1% White. Almost all our students (82%) of students were economically disadvantaged (with 22% homeless), 18% had a disability, and 13% were English Language Learners (with another 4% categorized as former ELLs).

Specifically at Amber Kingsbridge Elementary, for 23-24, we will:

- Institute a departmentalized design in 4th grade, to provide our students with deeper learning experiences in core content areas and prepare them for the structure of our middle school.
- Expanding our ICT model to serve kindergarten and first grade, while deepening our learning and practices with support from the Special Education Collaborative.

At Amber Kingsbridge Middle, for 23-24, we are:

- Retiring the AF Navigator mathematics program after a two-year pilot. In alignment with our sister schools, we will fully adopt INTO Math with supplements described above.
- Continue 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 some 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 also 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 Kingsbridge, students were absent an average of 15.05 days. With 37% categorized as chronically absent, this subgroup of students was absent an average of 23.44 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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	80	97	94	92	73	35								471
2021-22	91	76	98	90	88	71	49							563
2022-23	99	90	73	86	82	87	72	42						631

Student recruitment at Amber Kingsbridge has been consistently strong at the elementary school and has continued to develop as we establish our middle school (launched in 2021, during the prolonged COVID-19 health pandemic, and temporarily housed at our new Inwood facility). 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.

The school administered the New York State Testing Program English language arts (“ELA”) assessment to grades 3-7. In addition, the school administered iReady assessments to its K-7 students. Results for these grade levels are presented below.

BACKGROUND

Amber Charter Schools continued to utilize 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 Kingsbridge 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](#)

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 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	88	0	2	2	0	0	0	90
4	75	0	3	0	0	0	1	79
5	84	0	1	0	0	0	0	85
6	67	0	2	0	0	0	0	69
7	34	0	3	3	0	0	2	39
8								
All	348	0	11	5	0	0	3	362

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	88	55	63%	80	50	63%
4	75	54	72%	71	51	72%
5	84	32	38%	70	27	39%
6	67	29	43%	55	25	45%

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

7	34	21	62%	28	17	61%
8						
All	348	151	53%	304	170	56%

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	63%	80	32%	2734
4	72%	71	36%	2889
5	39%	70	36%	3083
6	45%	55	32%	2893
7	61%	28	39%	2922
8				

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](#).

All	56%	304	35%	14521
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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	78%	58%		
4	79%	69%		
5	83%	39%		
6	85%	44%		
7	82%	64%		
8				
All	81%	53%		

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.

ELA INTERNAL RESULTS: I-READY

During 2022-23, in addition to the New York State 3rd- 7th 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-7 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%	359	120%	YES	618	120%	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%	128	136%	YES	149	130%	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	125%	80	86%	NO	122	85.5%	NO (GEN ED 117.5% 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%	313	30%	NO	449	33%	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 130% median percent progress. Our students with disabilities did not quite achieve annual typical growth (86% median percent progress). Although we made some impressive progress, only about one-third (33%) 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below shows the percentages of students that achieved mid-on grade level or above. Findings were stronger for students in K, 1st, 3rd, and 4th grades. Students enrolled in at least their second year only fared slightly better than all students in grades 1, 5, 6, and 7.

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	49%	95	0%	2
1	43%	93	44%	75
2	38%	71	37%	59
3	42%	90	42%	81
4	45%	78	45%	73
5	13%	85	14%	71
6	19%	68	21%	56
7	18%	39	19%	32
All	35%	619	33%	449

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	122	95
1	91	93
2	108	71
3	132	90
4	180	78
5	40	85
6	79	68
7	180	39
All	110.5	618

The table above shows the median percentages of annual typical growth, which are cause for celebration overall and in grades K, 2, 3, 4 and 7 in particular. Grades 5 and 6 are significant areas of concern.

ADDITIONAL CONTEXT AND EVIDENCE

In terms of end of year results, our percentages were higher than the prior year, when closer to one quarter of our students achieved mid on-grade level or above. Below is a comparison of subgroup measures. Although we greatly improved measures 1 and 2, our students with disabilities did not fare as well. We made slight progress on measure 4.

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	120%	103%
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	136%	117%
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 ⁷	86%	106%
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	30%	26%

EVALUATION OF ELA GOAL

New York State Assessment:

We saw a 4% 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 also outperformed our district by 21% in comparison to students in grades 3-7. We are proud of this achievement.

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 on the i-Ready assessment.

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

⁷ 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.

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 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 at both schools 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 3-7. This structure affords classroom teachers and interventionists more opportunities for coordination and collaboration, and an even smaller teacher/interventionist to student ratio.

At the middle school, 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).

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 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.

ELEMENTARY AND MIDDLE MATH

NEW YORK STATE ASSESSMENTS

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	89	0	1	1	0	0	0	0	90
4	75	1	3	0	0	0	0	0	79
5	85	0	0	0	0	0	0	0	85
6	61	0	7	0	0	0	1	0	69
7	35	0	3	1	0	0	1	0	39
8									
All	345	1	14	2	0	0	2	0	362

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
3	89	70	79%	80	65	81%
4	75	60	80%	70	56	80%
5	85	20	24%	71	18	25%
6	61	20	33%	49	16	33%
7	35	18	51%	28	14	50%
8						
All	345	188	54%	298	169	57%

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
3	81%	80	35%	2852
4	80%	70	33%	3028
5	25%	71	35%	3184
6	33%	49	27%	3018
7	50%	28	32%	2969
8				
All	57%	298	32%	15051

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	79%	77%		
4	79%	78%		
5	84%	25%		

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
6	84%	31%		
7	83%	48%		
8				
All	81%	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.

MATH INTERNAL RESULTS: I-READY

During 2022-23, in addition to the New York State 3rd- 7th grade exams, the school utilized 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-7 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%	357	107%	YES	616	107%	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%	147	113%	YES	178	111%	YES

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	105%	80	109%	YES	122	107.5%	YES (GEN ED 105.5 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%	311	23.15%	NO	447	23.71%	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 113% median percent progress. Our students with disabilities also made significant annual typical growth (109% median percent progress for 3-5); however, across K-5 were just shy of the 110% target. Although we made impressive progress, less than a quarter (23%) 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 strongest in kindergarten, with 52% mid on-grade level or above. In terms of students enrolled in their second year, that subgroup only performed slightly better at the 1st, 2nd, 6th, and 7th 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	52%	95	0%	2
1	31%	93	32%	75
2	15%	71	17%	59
3	33%	104	33%	81
4	38%	79	38%	74
5	7%	85	7%	69
6	16%	68	18%	55
7	5%	39	22%	32
All	27%	616	25%	447

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.

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

Grades	Median Percent of Annual Typical Growth	Number Tested
K	131%	95
1	107%	93
2	92%	71
3	104%	90
4	122%	79
5	55%	85
6	100%	68
7	158%	39
All	106.5	616

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 and 5th. This is cause for celebration, particularly in fourth and seventh 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, our low initial achievers, and our students with disabilities. Although we made some headway with our 2+ year students scoring at mid on-grade level, the increase represents only 3.15 percentage points.

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	107%	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	113%	111%
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 ⁹	109%	96%
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	2+ students	23.15%	20%

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.

the <i>mid on-grade level</i> or above scale score for the year-end assessment.			
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EVALUATION OF THE MATHEMATICS GOAL

New York State Assessment:

We saw a 17% 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 3-7 by 18% 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 may 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 the INTO math curriculum program to further 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 at both schools remains intact, including SETSS, ESL, AIS, and tutoring, as well as teacher assistants in grades K-2 and tutors in grades 3-7. These structures afford classroom teachers and interventionists more opportunities for coordination and collaboration.

In the middle school, 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.

BACKGROUND

Amber Charter School Kingsbridge ES continued with the same core science curriculum program already in use - [McGraw Hill Inspire Science](#) - and at the middle school level beginning at 6th grade, we used [LabAids](#). We supplemented our science instruction with ScienceFusion, which is the Science curriculum used at Amber East Harlem.

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 Kingsbridge is in good standing.

Accountability Status by Year

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