

# Achievement First Brooklyn K-12 Charters

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 15, 2023

By John Sharkey

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Romy Coquillet	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Academic
Jonathan Atkeson	Trustee/Member	Facilities
Warren Young	Treasurer	Executive, Finance
Amy Arthur Samuels	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Trustee/Member	N/A
Josh Vidro	Trustee/Member	Facilities
William Robalino	Trustee/Member	Finance
Akeem Frett	Trustee/Member	Finance
Christopher J. Lynch	Vice Chair	Executive, Finance, Facilities
Anup Menon	Trustee/Member	Executive
Shawn Warren Crowley	Trustee/Member	N/A
Alison Richardson	Vice Chair	Executive, Academic

### School Leaders

Charter	Principal
<b>Aspire</b>	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the interim middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
<b>Brownsville</b>	Ana Samper has served as the elementary school principal since 2021. Allison Laird has served as the middle school principal since 2019. Thomas Ng has served as the high school principal since 2023.
<b>Crown Heights</b>	Mallory Bodhuin has served as the elementary school principal since 2023. Victoria Pierre has served as the middle school principal since 2020. Damen Scott has served as the high school principal since 2022.
<b>East New York</b>	Meryl Senter has served as the elementary school principal since 2020 Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020

## SCHOOL OVERVIEW

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

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Brownsville opened in 2008, followed by Aspire in 2013.

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

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

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

Starting in 23-24, AF Brooklyn Charter Schools transitioned to implementing a mix of external and internal curriculum to ensure that we continued to provide our children with the best possible curriculum available. In 23-24, we are implementing Wit & Wisdom in K-8 ELA, StudySync in 9-10 ELA, Achievement First Math in K-4 Math, Illustrative Mathematics in 5-10 Math, and OpenSciEd in Grades 6-8, all of which have been greenlit by EdReports after a rigorous review.

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

## ENROLLMENT SUMMARY

In the table below, provide 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
Aspire	2020-21	66	90	94	93	95	103	113	110	88					852
	2021-22	51	58	87	86	84	90	87	99	100	98				840
	2022-23	57	60	56	76	72	93	85	77	90	102				768
Brownsville	2020-21	75	69	71	91	91	86	94	93	94	114	112	108	60	1158
	2021-22	50	78	67	62	88	90	87	85	91	97	104	100	99	1098
	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
Crown Heights	2020-21	63	89	106	91	106	96	93	81	79	164	117	105	97	1287
	2021-22	79	73	79	93	87	102	91	92	78	161	151	104	102	1292
	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
East New York	2020-21	89	102	98	105	101	65	66	64	61	136	108	105	93	1193
	2021-22	79	84	96	87	96	65	62	62	60	112	125	105	102	1135
	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	68	1	67
	2021-22	2018-19	2018	93	3	90
	2022-23	2019-20	2019	86	1	85
Crown Heights	2020-21	2017-18	2017	102	0	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	101	1	100
East New York	2020-21	2017-18	2017	91	2	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	64	1	65
	2021-22	2018-19	2018	88	1	89
	2022-23	2019-20	2019	83	1	84
Crown Heights	2020-21	2017-18	2017	101	1	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	96	0	96
East New York	2020-21	2017-18	2017	89	0	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	103	0	103

### Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2016-17	2016	N/A	N/A	N/A
	2021-22	2017-18	2017	N/A	N/A	N/A
	2022-23	2018-19	2018	N/A	N/A	N/A
Brownsville	2020-21	2016-17	2016	78	1	78
	2021-22	2017-18	2017	64	1	65
	2022-23	2018-19	2018	88	1	89
Crown Heights	2020-21	2016-17	2016	94	1	95
	2021-22	2017-18	2017	100	2	102
	2022-23	2018-19	2018	95	0	95
East New York	2020-21	2016-17	2016	69	2	71
	2021-22	2017-18	2017	89	0	89
	2022-23	2018-19	2018	100	0	100

## GRADUATION REQUIREMENTS

All scholars will graduate under their state’s requirements for the foreseeable future. For reference, NY state credit requirements for graduation are below.

	NY: 22 credits
ELA	4
Social Studies	4 (2 in Global, 1 in US, ½ in participation in Government, ½ in Economics)
Math	3
Science	3 (1 life, 1 physical, 1 in any life or physical science)
PE	2 (½ every year)
Health	½ credit
World Language	1
Other	Arts: 1 Other electives: 3.5

## NY STATE REGENTS

NY high school scholars must pass 5 Regents exams; 1 exam (score of 65 or higher) in each content area (Literature, History, Science, and Math), plus 1 additional exam in any of the four content areas or through substituting an [Approved Alternative Exam](#) in any content area. Use this [Regents Calculator Tracker](#) to see what combinations are allowed.

For 9<sup>th</sup> – 11<sup>th</sup> grade, all Regents scores should be uploaded into IC after the January Regents and after the August Regents, (which must include June scores). For seniors, in order to have the most up-to-date transcripts, Regents scores should be uploaded 2-3 weeks after final scores are released, to meet the timeline noted [here](#). For Regents taken in middle school, the high school may choose which scores to accept and enter them into IC when enrolling the scholar. IC will pull the highest score of each exam onto a scholar’s transcript. [Instructions for importing assessment scores into IC can be found here](#).

The NY state education department allows appeals for borderline passing Regents scores to be changed to passing scores if a scholar scores from 60-64 on an exam, as well as 55-59 for scholars meeting

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

specific English Language Learner criteria. More information on this process and when it should be applied can be found in [section II.C on Regents recovery](#).

The grid below lists all Regents exams offered. Since AF courses are aligned to the Common Core and AP exams, and not Regents, scholars are only required to sit for the Regents exams highlighted below that are most aligned to AF courses. Scholars should take Regents exams in History, Science, and Math in June of the year in which they take the aligned course. The ELA Regents may be taken in June of a scholar’s 10<sup>th</sup> grade year or January of a scholar’s 11<sup>th</sup> grade year.

Should the state decide not to offer January Regents in future years, it will be taken in June of the 10<sup>th</sup> grade year.

Content Area	All Regents Exams (highlighted are aligned)	Aligned Courses	Rec. Grade Level
Literature	<b>English Language Arts</b>	ELA 2 or AP English Language	10 <sup>th</sup> /11 <sup>th</sup> (Jan)
History	<b>Global History and Geography</b>	World History: Modern or AP World History: Modern	10 <sup>th</sup>
	<b>US History and Government</b>	US History or AP US History	11 <sup>th</sup>
Science	Physical Setting		
	Chemistry		
	<b>Living Environment</b>	Biology or AP Biology	11 <sup>th</sup>
	Earth Science		
Math	<b>Algebra I</b>	Algebra I	9 <sup>th</sup>
	<b>Geometry</b>	Geometry and Precalculus	10 <sup>th</sup>
	<b>Algebra II</b>	Algebra 2	

Scholars must sit for and earn a passing grade ( $\geq 65\%$ ) in all required classes listed in the graduation requirement section. When scholars fail required courses, they have not earned enough required credits during that school year and therefore are not on track to graduate in 4 years. To get back on track, scholars need to enroll in Summer Academy and/or other AF approved programs to make up for the failed credits.

### CREDIT ACCUMULATION AND GRADE ADVANCEMENT

AF has moved to a credit accumulation model in which there are no longer any dragging credit requirements that impact scholars moving to the next grade. Instead of using the language of retention, students will now be deemed “credit deficient” if they are not on track to graduate in 4 years. Students keep all credits for courses they passed.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade progression and graduation will depend on credits accumulated.

	Requirements need to advance to the next grade standing	Rationale (Following a sample student who just meets the threshold)
<b>Sophomore</b>	3 core credits (Lit, Sem/Writing, Math, History, Science)	Students could fail up to 4 courses at the end of June and still make up 2 credits in Summer Academy to ensure they are deficient no more than 2 courses into the school year.
<b>Junior</b>	8 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 10th grade year.
<b>Senior</b>	13 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 11th grade year.

- Scholars will repeat the grade if they fail 5 core academic classes, or possibly fail a Summer Academy class depending on their credit profile.
  - Scholars can make up at least 2 credits in Summer Academy
  - Scholar can move on in the course progression for courses passed.
  
- Before the start of the scholar’s repeat year, SSMs should adjust the transcript so that any courses the scholar is repeating are noted on the transcript with the letter grade, but not factored into the GPA nor bearing any credits. This will allow scholars a chance to recover their GPA, while still being transparent to colleges about the failed courses. SSMs should take special care to not accidentally remove the GPA weight or credits from courses that were passed. Once the scholar repeats the year, new courses will be noted on the transcript with a grade, factored into GPA, and given a credit weight.

	Courses the scholar is repeating	Courses the scholar is not repeating
Failed Year	Manually set GPA weight on the transcript tab equal to 0 and set credit earned equal to 0	Passing grade is noted on transcript, with GPA weight and credit earned
Repeat Year	The highest grade of the 2 attempts will be factored into the GPA.	Enroll scholar into the next course in the sequence. Consider if they’ll require additional support.

- Student schedules should be built with close collaboration across teams within the school (Academic Deans, Deans of College & Career, Deans of Culture, Deans of Special Services, grade teams, content teams) and also in partnership with students and families.

In order to be promoted, a scholar cannot exceed more than three total failed courses (including previously failed courses not made up) at the end of the school year and must recover 1-2 failed courses

during summer academy following that school year. E.g. **Scholars may only drag 1 credit going into the new school year.**

Failing a required elective or Foundations of Leadership will not be counted towards the two or more failing classes for non-promotion, **however the credits will still need to be made up before a scholar graduates**, as these credits are still needed to fulfill AF and State Graduation Requirements. Schools with lower PID numbers and a robust Summer Academy program should consider adding FOL to the promotional criteria and treating it like a core course. This is preferred to ensure scholars have enough time to make up the credits and to simplify the rostering and credit recovery process. However, this must be balanced with the priority of keeping PID and retention numbers low.

Seniors who start senior year with 1 course left to recover can do so during senior credit recovery in May/June. However, seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has two courses to recover), the earliest s/he can graduate is after summer school in June/July following senior year. At the school's discretion, seniors in this situation may be barred from attending some or all senior events, including class trips or graduation.

If a scholar ends 11<sup>th</sup> grade with 2 deficient credits, s/he should repeat the grade (as with all other grades). The rationale to families is that it is better for scholars to repeat the grade and improve their GPA, than be promoted to 12<sup>th</sup> grade and submit college applications with missing credits on an incomplete transcript and a lower GPA. Additionally, it is better to set expectations earlier, at the end of 11<sup>th</sup> grade, than have the difficult conversation with a scholar in 12<sup>th</sup> grade, if he or she is still missing credits and must then repeat 12<sup>th</sup> grade.

Schools can make an exception to allow Red Flag rising seniors to start the year with 3 courses left to recover. These seniors can recover 1 class during senior credit recovery in May/June and 2 classes during summer school in June/July. Seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has three courses to recover), s/he must repeat senior year. Seniors in this situation should not be allowed to attend any senior events, including graduation.

### GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

#### **Graduation Goal Measure 1 - Leading Indicator**

Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

	Cohort Designation	Number in Cohort during 2022-23	Percent promoted
Aspire	2021	N/A	N/A
	2022	96	100%
Brownsville	2021	72	91.6%
	2022	64	93.8%
Crown Heights	2021	154	83.8%
	2022	153	85.0%
East New York	2021	108	88.0%
	2022	99	90.0%

## RESULTS AND EVALUATION

All Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted.

### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2019	2020-21	N/A	N/A
	2020	2021-22	N/A	N/A
	2021	2022-23	N/A	N/A
Brownsville	2019	2020-21	92	94.6%
	2020	2021-22	83	66.3%
	2021	2022-23	72	56.9%
Crown Heights	2019	2020-21	100	96.0%
	2020	2021-22	129	90.7%
	2021	2022-23	153	49.7%
East New York	2019	2020-21	109	93.6%
	2020	2021-22	110	70.9%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	2021	2022-23	108	43.5%
--	------	---------	-----	-------

### RESULTS AND EVALUATION

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal, but Brownsville and Crown Heights were within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

### ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data.

#### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%
	2018	2021-22	89	87	97.8%
	2019	2022-23	84	82	97.6%
Crown Heights	2017	2020-21	102	94	92.2%
	2018	2021-22	95	95	100%
	2019	2022-23	96	96	100%

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

East New York	2017	2020-21	89	86	96.6%
	2018	2021-22	100	99	99.0%
	2019	2022-23	103	103	100%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2016	2020-21	N/A	N/A	N/A
	2017	2021-22	N/A	N/A	N/A
	2018	2022-23	N/A	N/A	N/A
Brownsville	2016	2020-21	78	78	100%
	2017	2021-22	65	64	98.5%
	2018	2022-23	89	88	98.9%
Crown Heights	2016	2020-21	95	94	98.9%
	2017	2021-22	102	100	98.0%
	2018	2022-23	95	95	100%
East New York	2016	2020-21	71	69	97.2%
	2017	2021-22	89	89	100%
	2018	2022-23	100	100	100%

## RESULTS AND EVALUATION

As a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%	445	53%

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

(District 23)	2018	2021-22	89	87	97.8%	402	63%
	2019	2022-23	84	82	97.6%	N/A	N/A
Crown Heights (District 17)	2017	2020-21	102	94	92.2%	1,940	78%
	2018	2021-22	95	95	100%	1,767	82%
	2019	2022-23	96	96	100%	N/A	N/A
East New York (District 19)	2017	2020-21	89	86	96.6%	1,311	82%
	2018	2021-22	100	99	99.0%	1,294	84%
	2019	2022-23	103	103	100%	N/A	N/A

### RESULTS AND EVALUATION

Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school.

#### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

#### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
N/A			
Overall	N/A		

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	
2019	2022-23	

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	ASP: MET BR: MET CH: MET ENY: MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

AF Brooklyn high schools met 4/5 of the applicable measures of the high school graduation goal.

For **Graduation Goal Measure 1** all Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted. Six out of seven cohorts exceeded the 75% goal by at least 10 percent and three out of seven cohorts exceeded the 75% goal by 15%.

**Graduation Goal 2** is the only measure we did not meet. Not all cohorts had at least 75% of students in their second-year score at least proficient on three different Regents exams.

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal but Brownsville and Crown Heights were within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

For **Graduation Goals 3 and 4**, as a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four-year graduation rates than the geographic districts of comparison for each respective school. Seven out of nine Achievement First Cohorts have a graduation rate above 95% with the remaining two at 86% and 92%. The comparison graduation rates at the local school districts range from 53% to 84%.

**Graduation Goal 6** is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation.

### ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 1**, each of the AF Brooklyn high schools have historically met this measure by a wide margin and we have continued to do so.

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data. On the June 2023 Regents we saw Algebra 1 Regents pass rates improve by 15 percentage points with one of our high schools returning its pass rates back to pre-pandemic levels. This is an encouraging sign, and we attribute our improvement there to our assessment strategy.

For **Graduation Goals 3 and 4**, AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure and we have continued to do so.

For **Graduation Goal 5**, AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers and we have continued to do so.

**Graduation Goal 6** is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation.

### ACTION PLAN

We believe that the High-Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe

the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment.

### GOAL 2: COLLEGE PREPARATION

Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by COVID and continue to bolster and improve our educational model so that all our students are prepared to succeed in life post K-12.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation's top colleges. Key to this strategy is a dedicated team – Team College & Career

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

We have begun developing partnerships for dual enrollment at two of our NY High Schools. At the high school within our Brownsville charter, we are offering one course each semester this year through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. Our high school within our Crown Heights charter has offered dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students.

### College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- **Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;**
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- **Achieving the college and career readiness benchmark on the SAT;**
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Overall	N/A	N/A	N/A
Brownsville	Passing an AP exam with a score of 3 or higher	82	18	22.0%
	College & Career Readiness Benchmark on SAT	82	25	30.5%
	<b>Overall</b>	<b>82</b>	<b>30</b>	<b>36.6%</b>
Crown Heights	Passing an AP exam with a score of 3 or higher	96	50	52.1%
	College & Career Readiness Benchmark on SAT	96	20	20.8%
	<b>Overall</b>	<b>96</b>	<b>53</b>	<b>55.2%</b>
East New York	Passing an AP exam with a score of 3 or higher	103	54	52.4%
	College & Career Readiness Benchmark on SAT	103	56	54.4%
	<b>Overall</b>	<b>103</b>	<b>69</b>	<b>67.0%</b>

### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the 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.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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.

### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year<sup>5</sup>

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	56	53	94.6%
	2018	2021-22	87	83	95.4%
	2019	2022-23	82	71	86.6%
Crown Heights	2017	2020-21	94	90	95.7%
	2018	2021-22	95	88	92.6%
	2019	2022-23	96	89	92.7%
East New York	2017	2020-21	86	78	90.7%
	2018	2021-22	99	99	100%
	2019	2022-23	103	98	95.1%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	ASP: N/A BR: MET CH: MET ENY: MET

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

## EVALUATION OF THE COLLEGE PREPARATION GOAL

Our matriculation data comes both from our alumni college success counselors confirming matriculation status with individual AF graduates and then later from the National Student Clearinghouse when their data is released.

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 8% of the goal measure, our high school within our Crown Heights charter was almost 20% short of the goal measure, and our high school within our Brownsville charter was approximately 40% short of the goal measure. Our high school within the East New York charter has maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance. Our high school within the Crown Heights charter has also maintained a wide offering of AP courses and has resulted in over 50% of students earning at least one qualifying score of three or above.

All of our NY Achievement First HS Cohorts met **College Preparation Goal 2** by wide margins. Every cohort exceeded the goal by at least 10%. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.

## ADDITIONAL CONTEXT AND EVIDENCE

For **College Preparation Goal 1**, we have seen declines in all cohorts that graduated after June of 2020. Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still lagging. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. While we were able to see gains in AP achievement prior to the pandemic by focusing heavily there, those gains were constrained by missing academic foundations. We will continue to both provide access to AP Classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued which has affected the number of students meeting the SAT College and Career Readiness benchmark. Although the SAT is not emphasized as much as it has been pre-pandemic, we believe the efforts we are making to strengthen academic foundations, especially in Algebra 1 and 9th and 10th grade ELA courses will eventually result in gains in SAT achievement.

For **College Preparation Goal 2**, our NY Achievement First high schools have historically met this measure by wide margins and we are continuing to do so.

## ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students is an academic foundation with gaps. Students will achieve more success in AP courses and the SAT when they have mastered the foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We will also continue to provide access to a wide variety of AP courses and we are improving our network talent recruitment and retention strategies so that we have the qualified teachers needed to maintain access to these courses. We are also exploring other methods to provide access to AP or other college level classes even when we do not have the teacher or enough students to justify offering the class. These other methods include providing access to live synchronous instruction from a virtual instructor or other dual enrollment options.

## GOAL 3: ENGLISH LANGUAGE ARTS

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

### BACKGROUND

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

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both world and word knowledge and to align with our history, science, music and art programs when appropriate.

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

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

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 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	
Aspire	3	74	1	2				77
	4	67		2				69
	5	93						93
	6	73						73
	7	74						74
	8	89						89
	All	470	1	4				475
Brownsville	3	35		5			20	60
	4	60	1	6				67

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	5	88		5				85
	6	81		7				88
	7	80		3				83
	8	87		3				90
	All	431	1	29			20	481
Crown Heights	3	74		1		1		76
	4	89		2				91
	5	85						85
	6	82						82
	7	83						83
	8	86				1		86
	All	499		3		2		504
East New York	3	87		6				93
	4	77		5				82
	5	65						65
	6	62						62
	7	59	1	2				62
	8	57						57
	All	407		13				420

### Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	74	31	41.9%	69	30	43.5%
	4	67	33	49.3%	60	32	53.3%
	5	93	42	45.2%	68	33	48.5%
	6	73	19	26.0%	62	17	27.4%
	7	74	45	60.8%	72	43	59.7%
	8	89	65	73.0%	86	64	74.4%
	All	470	235	50.0%	417	219	52.5%
Brownsville	3	35	12	34.3%	31	10	32.3%
	4	60	30	50.0%	55	29	52.7%
	5	88	45	51.1%	74	43	58.1%
	6	81	39	48.1%	70	37	52.9%
	7	80	41	50.6%	72	37	51.4%
	8	87	59	67.8%	81	53	65.4%

<sup>6</sup> 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

	All	432	226	52.3%	383	209	54.6%
Crown Heights	3	74	46	62.2%	63	40	63.5%
	4	89	55	61.8%	84	51	60.7%
	5	85	36	42.4%	71	29	40.8%
	6	82	49	59.8%	77	43	55.8%
	7	83	57	68.7%	72	54	75%
	8	86	62	72.1%	76	56	73.7%
	All	499	305	61.1%	443	273	61.6%
East New York	3	87	50	57.5%	81	45	55.6%
	4	77	39	50.6%	71	38	53.5%
	5	65	24	36.9%	84	31	36.9%
	6	62	29	46.8%	48	23	47.9%
	7	59	41	70.7%	46	34	73.9%
	8	57	42	73.7%	50	38	76.0%
	All	407	225	55.4%	380	209	55.0%

### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

## 2022-23 State English Language Arts Exam

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	43.5%	69	36.1%	1150
	4	53.3%	60	46.0%	1182
	5	48.5%	68	38.1%	1300
	6	27.4%	62	30.2%	1254
	7	59.7%	72	35.4%	1404
	8	74.4%	86	45.5%	1392
	All	52.5%	417	38.6%	7682
Brownsville (District 23)	3	32.3%	31	42.1%	475
	4	52.7%	55	35.5%	479
	5	58.1%	74	32.9%	517
	6	52.9%	70	30.1%	505
	7	51.4%	72	35.4%	539
	8	65.4%	81	48.8%	561
	All	54.6%	383	37.6%	3076
Crown Heights (District 17)	3	63.5%	63	44.8%	844
	4	60.7%	84	53.0%	858
	5	40.8%	71	46.8%	1009
	6	55.8%	77	43.1%	1054
	7	75%	72	45.1%	1073
	8	73.7%	76	54.1%	1080
	All	61.6%	443	47.8%	5918
East New York (District 19)	3	55.6%	81	36.1%	1150
	4	53.5%	71	46.0%	1182
	5	36.9%	84	38.1%	1300
	6	47.9%	48	30.2%	1254
	7	73.9%	46	35.4%	1404
	8	76.0%	50	45.5%	1392
	All	55.0%	380	38.6%	7682

#### 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 the percentage of economically disadvantaged students among all public schools in New York

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
Aspire	3	83.2%	30.7	35.4	-0.24
	4	76.7%	44.2	33.0	0.64
	5	79.8%	19.8	28.3	-0.52
	6	79.8%	57.3	48.7	0.51
	7	81.3%	51.6	39.4	0.66
	8	73.7%	59.3	44.7	0.77
	All	<b>78.9%</b>	<b>44.5</b>	<b>38.4</b>	<b>0.33</b>
Brownsville	3	84.9%	48.3	34.6	0.70
	4	85.1%	39.3	29.5	0.56
	5	88.0%	34.1	25.0	0.59
	6	77.3%	65.9	49.6	0.96
	7	79.1	56.5	40.2	0.88
	8	81.9%	69.7	42.3	1.52
	All	<b>82.6%</b>	<b>52.6</b>	<b>37.0</b>	<b>0.88</b>
Crown Heights	3	84.7%	38.5	34.7	0.19
	4	83.3%	49.4	30.2	1.09
	5	79.1%	51.6	28.6	1.39
	6	78.4%	59.3	49.2	0.60
	7	82.3%	47.1	39.1	0.43
	8	74.7%	77.6	44.5	1.77
	All	<b>80.5%</b>	<b>53.3</b>	<b>37.5</b>	<b>0.89</b>
East New York	3	80.2%	39.0	36.6	0.12
	4	82.7%	33.0	30.5	0.14
	5	78.8%	31.1	28.8	0.15
	6	79.0%	65.5	49.0	0.98

<sup>8</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
	7	90.3%	63.9	36.4	1.65
	8	80.3%	70.9	42.8	1.50
	<b>All</b>	<b>81.9%</b>	<b>48.1</b>	<b>36.5</b>	<b>0.66</b>

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR Reading in grades 5-8. The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

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

In 22-23, there were mixed results among the AF Brooklyn schools at meeting the metric of a median SGP of 50 overall. There is a wide range of schools and individual grades exceeding and not meeting this benchmark. In total, one school met this metric (East New York) while three schools did not (Brownsville, Crown Heights, and Aspire). All schools had at least one grade meeting the 50th student growth percentile goal.

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grades	Median Growth Percentile	Number Tested
Aspire	5	61	88
	6	45	73
	7	42	69
	8	51	78
	<b>All</b>	<b>49</b>	<b>308</b>
Brownsville	5	35.5	86
	6	33	77
	7	53	77
	8	59	87
	<b>All</b>	<b>48</b>	<b>327</b>

	Grades	Median Growth Percentile	Number Tested
Crown Heights	5	32	80
	6	37	78
	7	54	73
	8	47	75
	<b>All</b>	<b>41</b>	<b>306</b>
East New York	5	40.5	64
	6	62	59
	7	72	56
	8	37	54
	<b>All</b>	<b>53</b>	<b>233</b>

### SUMMARY OF THE ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	ASP: MET BR: MET CH: MET ENY: MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	ASP: MET BR: MET CH: MET ENY: MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered Star Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: MET

## EVALUATION OF ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

## ADDITIONAL CONTEXT AND EVIDENCE

N/A

## ELA ACTION PLAN

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

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

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

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Achievement First K-12 Charter School 2022-23 Accountability Plan Progress Report Page 30 of

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>10</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	23	37.7%
	2018	2021-22	93	89	1	25.0%
	2019	2022-23	86	83	1	33.3%
Crown Heights	2017	2020-21	102	6	45	46.9%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	3	21.4%
East New York	2017	2020-21	91	2	57	64.0%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	0	0%

### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were

<sup>10</sup> Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

<sup>11</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

### RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall; however, 2 of the 9 cohorts were within 15% of the target.

However, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

#### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 2 of the 9 cohorts did meet this metric and an additional 3 were within 10 points of this measure.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Again, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally, prior to COVID our 2016 cohorts all met this measure, indicating strength of our program without the impact of the COVID challenges layered on.

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	43	70.5%
	2018	2021-22	93	89	3	75%
	2019	2022-23	86	83	2	66.7%
Crown Heights	2017	2020-21	102	6	74	77.1%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	8	57.1%
East New York	2017	2020-21	91	2	77	86.5%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	6	85.7%

#### High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure. Again, for our 2019 cohorts almost all students were exempted, so there are very few students actually analyzed in the chart below.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	2017	2020-21	29	2	5	18.5%
	2018	2021-22	16	14	0	0%
	2019	2022-23	23	23	N/A	N/A
Crown Heights	2017	2020-21	41	3	10	26.3%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	0	0%
East New York	2017	2020-21	25	1	2	8.3%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	0	0%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### RESULTS AND EVALUATION

None of our AF Brooklyn HS met this measure overall; however, 2 of our 9 cohorts met this measure and another 3 cohorts were within 15 percentage points, leaving only 1 cohort further than 15 percentage points from this measure. This particular data set of students is also very small (2- 38 students per cohort) and many of these students were exempted. Where the data sets are larger, and therefore more representative, the %s are higher. For example, the 2016 Cohorts had percentages between 70% and 91%.

#### Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	29	2	12	44.4%
	2018	2021-22	16	14	2	100%
	2019	2022-23	23	23	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2017	2020-21	41	3	27	71.1%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	3	50.0%
East New York	2017	2020-21	25	1	15	62.5%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	1	100%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn High Schools partially met these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations	ASP: N/A BR: NOT MET CH: NOT MET

	(currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ENY: NOT MET
--	---	--------------

### EVALUATION OF HIGH SCHOOL ELA GOAL

The HS ELA goals were largely not met except for one school, AF Brooklyn High School that partially met the goal. Please see evaluation narratives for each goal listed above in the report.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ACTION PLAN

We have focused the curriculum in 9<sup>th</sup> -11<sup>th</sup> grade ELA on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To this end, we’ve transitioned from an internally created curriculum to an external curriculum, StudySync, that is highly rated on EdReports, meeting all criteria for High-Quality Instructional Materials. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. Finally, our network high school teaching and learning team engages in continuous improvement cycles that include learning walkthroughs each trimester to support our schools in effective implementation of our new ELA curriculum and effective use of valuable instructional practices. The implementation goals are not an evaluation. They are a formative data point that will be used to guide network professional development and that schools can use to drive department/grade level development. Our walkthroughs capture our theory of change. We’ve chosen the strongest materials to provide the best foundation for teachers and created the conditions for strong implementation. We have clear, measurable goals for year 1, a plan to norm, measure, and respond through professional learning. We use walkthroughs and network PD to drive our implementation strategy, and we have a clear plan to measure student learning outcomes, analyze data, and respond meaningfully to measure growth, with a specific focus on the STAR assessment and our interim assessments. As we improve teacher practice, aligned to strong curricular tools, we will see student achievement increase.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

Our reading intervention strategy has several components.

- Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.
- We've aligned our reading assessments and approach to the science of reading. We will continue to assess 9-12 scholars using the STAR assessment 3x per year. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions and shifts. We use the STAR assessment. In all grades, we are training teachers on how to better use the data from STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.
- Finally, we are going after research-based reading intervention in high school this year by piloting Lexia at one of our New York high schools to determine if it best meets our needs and if it should be expanded to our other high schools in the future.

### GOAL 4: MATHEMATICS

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

#### BACKGROUND

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

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to

refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

### Tenets of Achievement First's Mathematics Program:

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

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

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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
Aspire	3	76		1						77
	4	66		2						68
	5	92								92
	6	75								75
	7	74								74
	8	89	1							90
	All	472	1	3						476
Brownsville	3	58		5						63
	4	59	1	7						67
	5	88		5						93
	6	79		9						88
	7	79		3						82
	8	86		3						89
	All	449	1	32						482
Crown Heights	3	75		1			1			77
	4	88		2						90
	5	88	2							90
	6	83	1	2						86
	7	83	3	3						89
	8	86	2	3			1			91
	All	503	8	11			2			524
East New York	3	86	1	6						93
	4	78		3						81
	5	66								66
	6	65								65
	7	59		1						60
	8	0							60	60
	All	354	1	9					60	424

### 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
Aspire	3	76	39	51.3%	72	36	50.0%
	4	66	30	45.5%	60	30	50.0%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	5	92	52	56.5%	68	39	57.4%
	6	75	28	37.3%	64	26	40.6%
	7	74	43	58.1%	72	42	58.3%
	8	89	55	31.8%	86	54	62.8%
	All	472	247	52.3%	422	227	53.8%
Brownsville	3	58	37	63.8%	49	35	71.4%
	4	59	34	57.6%	54	33	61.1%
	5	88	49	55.7%	74	44	59.5%
	6	79	45	57.0%	68	41	60.3%
	7	79	51	64.6%	72	46	63.9%
	8	86	77	89.5%	78	70	89.7%
	All	449	293	65.3%	395	269	68.1%
Crown Heights	3	75	58	77.3%	64	50	78.1%
	4	88	60	68.2%	83	56	67.5%
	5	88	30	34.1%	73	24	32.9%
	6	83	44	53.0%	78	43	55.1%
	7	83	44	53.0%	72	40	55.6%
	8	86	60	69.8%	76	57	75.0%
	All	503	296	58.8%	446	270	60.5%
East New York	3	86	54	54	80	50	62.5%
	4	78	52	52	70	50	71.4%
	5	66	38	38	83	43	51.8%
	6	65	41	41	48	32	66.7%
	7	59	33	33	47	32	68.1%
	8						
	All	354	218	61.6%	328	207	63.1%

### 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 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	50.0%	72	43.6%	1206
	4	50.0%	60	42.5%	1246
	5	57.4%	68	39.4%	1334
	6	40.6%	64	25.6%	1292
	7	58.3%	72	31.1%	1404
	8	62.8%	86	31.8%	1261
	All	53.8%	422	35.5%	7743
Brownsville (District 23)	3	71.4%	49	46.1%	479
	4	61.1%	54	35.9%	479
	5	59.5%	74	32.0%	513
	6	60.3%	68	32.1%	535
	7	63.9%	72	33.4%	563
	8	89.7%	78	28.8%	372
	All	68.1%	395	34.8%	2941
Crown Heights (District 17)	3	78.1%	64	52.1%	861
	4	67.5%	83	50.9%	869
	5	32.9%	73	40.5%	1021
	6	55.1%	78	38.3%	1071
	7	55.6%	72	40.6%	938
	8	75.0%	76	42.2%	1004
	All	60.5%	446	43.7%	5764
East New York (District 19)	3	62.5%	80	43.6%	1206
	4	71.4%	70	42.5%	1246
	5	51.8%	83	39.4%	1334
	6	66.7%	48	25.6%	1292
	7	68.1%	47	31.1%	1404
	8				
	All	63.1%	328	36.2%	6482

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 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	
Aspire	3	83.2%	32.4	35.6	-0.15
	4	76.7%	33.7	32.1	0.08
	5	79.8%	22.0	25.5	-0.19
	6	79.8%	50.6	27.3	1.22
	7	81.3%	33.7	22.8	0.57
	8	73.7%	25.8	19.2	0.34
	<b>All</b>	<b>79.0%</b>	<b>32.9</b>	<b>26.8</b>	<b>0.32</b>
Brownsville	3	84.9%	71.2	34.8	1.67
	4	85.1%	48.8	27.7	1.04
	5	88.0%	26.7	21.6	0.30
	6	77.3%	38.1	28.6	0.50
	7	79.1%	40.0	23.9	0.84
	8	81.9%	70.0	17.4	2.75
	<b>All</b>	<b>82.6%</b>	<b>48.1</b>	<b>25.0</b>	<b>1.17</b>
Crown Heights	3	84.7%	63.0	34.9	1.29
	4	83.3%	39.3	28.6	0.53
	5	79.1%	30.0	25.9	0.22
	6	78.4%	34.5	28.0	0.34
	7	82.3%	27.9	22.3	0.29
	8	74.7%	18.4	19.0	-0.03
	<b>All</b>	<b>80.9%</b>	<b>37.1</b>	<b>27.1</b>	<b>0.49</b>
East New York	3	80.2%	46.3	37.0	0.43
	4	82.7%	35.4	29.0	0.32

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
	5	78.8%	27.9	26.0	0.10
	6	79.0%	60.3	27.7	1.70
	7	90.3%	50.8	18.5	2.08
	8				
	<b>All</b>	<b>82.2%</b>	<b>43.3</b>	<b>28.3</b>	<b>0.83</b>

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: internally created Interim Assessments in grades 3-8.

A comparison between the October 2022 (IA1) and March 2023(IA3) interim assessments provide insight into the progress scholars made.

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

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Aspire	3	46%	64%	18%
	4	35%	39%	4%
	5	83%	36%	-47%
	6	42%	29%	-13%
	7	37%	42%	5%
	8	49%	46%	-3%
Brownsville	3	58%	68%	10%
	4	63%	43%	-20%
	5	78%	62%	-16%
	6	51%	38%	-13%
	7	54%	60%	6%
	8	83%	70%	-13%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	3	73%	71%	-2%
	4	66%	58%	-8%
	5	40%	17%	-23%
	6	44%	31%	-13%
	7	40%	43%	3%
	8	48%	47%	-1%
East New York	3	43%	48%	5%
	4	49%	55%	6%
	5	76%	52%	-24%
	6	52%	57%	5%
	7	50%	47%	-3%
	8th Algebra	55%	71%	16%

### SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	ASP: MET BR: MET CH: MET ENY: MET
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	ASP: MET BR: MET CH: MET ENY: MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

As noted above, the absolute performance of 75% was not met overall. On average, we fell about 14% short of this goal. However, there are some specific school/grade exceptions where the 75% goal was met or exceeded, namely Brownsville (District 23) grade 8, Crown Heights (District 17) grades 3 and 8.

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

One challenge that arose when responding to interim assessments was that the rigor varied from one to the next; for example, the third fifth grade interim assessment (IA3) was more rigorous than the first

(IA1), leading to the perception of declining achievement. This perception was counter to the inferences from other sources of data (e.g. unit assessments, classroom observations with detailed study of student work). To remedy this issue, Achievement First has contracted with Achievement Network (ANet) to write interim assessments for the 2023-24 school year that will allow us to more meaningfully gauge progress from one assessment cycle to the next.

### MATHEMATICS ACTION PLAN

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

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

In Middle School we are continuing to focus on essential standards as identified by Achieve the Core to allow scholars to deep dive into the most important standards. We are also focused on the prerequisite skills from prior grade levels that were not mastered largely due to pandemic learning loss so that students can access the current grade level material. We created a year-long scope and sequence to spiral in these skills so that the likely gaps students have are closed before the new material begins. We are also providing curricular materials aligned to this scope and sequence to ensure students are getting high quality practice even with our newer cohort teachers.

### HIGH SCHOOL MATHEMATICS

#### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	18	26.5%
	2018	2021-22	93	8	40	47.1%
	2019	2022-23	86	47	18	46.2%
Crown Heights	2017	2020-21	102	0	31	30.4%
	2018	2021-22	95	2	39	41.9%
	2019	2022-23	101	95	2	33.3%
East New York	2017	2020-21	91	0	60	65.9%
	2018	2021-22	100	12	64	72.7%
	2019	2022-23	109	88	9	42.9%

#### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	58	85.3%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	2018	2021-22	93	8	79	92.9%
	2019	2022-23	86	47	25	64.1%
Crown Heights	2017	2020-21	102	0	83	81.4%
	2018	2021-22	95	2	82	88.2%
	2019	2022-23	101	95	3	50.0%
East New York	2017	2020-21	91	0	84	97.7%
	2018	2021-22	100	12	87	98.9%
	2019	2022-23	109	88	17	81.0%

### High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard. Currently we are performing well under the goals.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	2	7.4%
	2018	2021-22	14	0	1	7.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	0	0%
	2018	2021-22	24	0	3	12.5%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	5	29.4%
	2018	2021-22	7	6	0	0%
	2019	2022-23	0	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

This metric demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation. For the 2019 cohort, most schools either were fully exempt from meeting this metric (marked as "N/A" or had 0% of students scoring at least a level 3 with a valid score).

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	20	74.1%
	2018	2021-22	14	0	8	57.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	21	60.0%
	2018	2021-22	24	0	17	70.8%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	16	94.1%
	2018	2021-22	7	6	1	100%
	2019	2022-23	0	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

At the end of last year, most charters did not meet the goals for this Accountability Plan due to COVID restrictions and the large number of waivers that were granted to students for graduation purposes. Because we had many exceptions due to COVID and it's difficult to generate headlines with such limited data.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 and 2029 Cohorts who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam. Therefore, you will see either a significant number of students either exempt from the exam (as the Algebra 1 assessment is a requirement for graduation) or not passing it with a 4, as either they only were able to take the Algebra 1 Regents exam once or unable to take the other Regents.

### ADDITIONAL CONTEXT AND EVIDENCE

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. In addition, during SY 22-23, high school math classrooms across the network suffered a significant staffing shortage, leading to classes being taught asynchronously, with building subs, or other teachers unfamiliar with the content. All of this had an impact on achievement.

However, a promising piece of data that is not reported in this report is the current performance of the 2022 Cohort. Across the network, 71% of students were proficient in the Algebra 1 Regents assessment, leading a significant increase across the network.

## ACTION PLAN

For the SY 23-24, significant changes to the curriculum and instructional models have been made to ensure the performance of students in these exams increase. First, all high schools are adopting high quality instructional materials for the Algebra 1, Geometry, and Algebra 2 courses. We believe that at the foundation of academic achievement students learning from a curriculum that is research-based, vetted by multiple professionals, and implemented across multiple districts. We used a taskforce of stakeholders to choose between a set of curricula that is aligned to our teaching philosophy and through a rigorous vetting process, we landed on using Illustrative Math as the curriculum of choice. In addition to adopting these materials, a significant amount of training was provided for teachers during the summer to ensure proper implementation of the assessments, as well as ongoing monthly PDs, biweekly coaching of Academic Deans, and monthly school leader PDs to support proper implementation and increased student achievement.

Finally, all interim assessments have been rewritten to accurately reflect the rigor and the content of the Regents assessments, through a partnership with the Achievement Network. We have focused on improving the quality of assessments and training schools on their response to data because we believe this is one of the key levers for student achievement. In SY 22-23, we spent a significant amount of time focusing on the rebuilding and responding to Algebra 1 data, and as a result, we saw Algebra 1 Regents passing scores go up by 16 percentage points from the previous year, with one school at 85%. We will continue to support our school leaders and teachers to reflect and respond to the priority standards of these assessments to ensure that student achievement is increasing for these tests.

## GOAL 5: SCIENCE

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

### BACKGROUND

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

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

The program is driven by the National Research Council's Framework for K-12 Science Education, which states, "To develop a thorough understanding of scientific explanations of the world, students need

sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas’ interconnections over a period of years rather than weeks or months.” To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

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

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 <sup>nd</sup> Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	4			
	8	88	41	46.6%
	All	88	41	46.6%
Brownsville	4			
	8	1	0	0%
	All	1	0	0%
Crown Heights	4			
	8	79	43	54.4%
	All	79	43	54.4%
East New York	4			
	8	49	26	53.1%
	All	49	26	53.1%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level							
	Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	4						
	8	88	41	46.6%			
	All	88	41	46.6%			
Brownsville	4						
	8	1	0	0%			
	All	1	0	0%			
Crown Heights	4						
	8	79	43	54.4%			
	All	79	43	54.4%			
East New York	4						
	8	49	26	53.1%			
	All	49	26	53.1%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A - no data available at time of submission

### EVALUATION OF THE SCIENCE GOAL

As noted above, the absolute performance of 75% was not met overall or at any individual school. The performance ranged from -75% and -20.6% below the goal.

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

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

### ADDITIONAL CONTEXT AND EVIDENCE

The low number (i.e., 1) of tested students at Brownsville is due to an error answer sheet completion and/or scanning which resulted in no other results being reported even though a higher number of students were tested.

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

### ACTION PLAN

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

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. Living Environment is the Regents exam taken by most enrolled students. While a small number of students additionally took the Physics and Chemistry Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2017 - 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam are reported.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	64	0	0%
	2018	2021-22	93	87	3	50.0%
	2019	2022-23	86	0	62	72.1%
Crown Heights	2017	2020-21	102	91	2	18.2%
	2018	2021-22	95	93	0	0%
	2019	2022-23	101	0	70	69.3%
East New York	2017	2020-21	91	89	0	0%
	2018	2021-22	100	99	1	100%
	2019	2022-23	109	22	68	78.2%

**High School Science Measure 2 - Comparative**

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

There is one applicable measure for High School Science, *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.* None of our AF Brooklyn High Schools met this measure overall. However, 2 of our 9 cohorts met this metric and 2 additional cohorts are within 6 percentage points of this metric.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

The absolute performance of 75% was not met overall by our AF Brooklyn High Schools, without any consideration given towards exemptions. On average, our AF Brooklyn High Schools fell approximately 31.9% short of this goal. However, 2 of our 9 cohorts, the 2018 and 2019 East New York Cohorts, met this metric. An additional 2 cohorts, the 2019 Crown Heights and 2019 Brownsville Cohorts, are within 6 percentage points of this metric. The performance of the remaining 5 cohorts is below 50%, with 3 at 0%, driven almost entirely by exemptions.

Almost all students in our 2017 and 2018 cohorts were exempted (earning COVID waivers by passing their enrolled Regents bearing Science course). Thus, there are fewer students in these cohorts being analyzed in the above chart. The students that are analyzed did not meet the qualifications to earn a waiver (passing grade in their enrolled Regents bearing Science course).

Considering exemptions, our AF Brooklyn High Schools would meet the 75% goal. On average, our AF Brooklyn High Schools would exceed this measure by 14.1 percentage points. Therefore, the actual performance of our cohorts is likely closer to the 75% measure.

### ACTION PLAN

We have aligned our key performance Science indicators to our goal for the Living Environment Regents Exam. Driving our approach to improve instruction and student outcomes, we have made critical shifts in our curriculum and assessment strategy, as well as implemented continuous improvement cycles.

We have focused the curriculum in all of our core science courses on prioritized content aligned to the NY Science Learning Standards Regents expectations. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our High School Science Indicators. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

### GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

#### BACKGROUND

All instruction in SY 2022-23 was in person and suffered minimal loss of instructional time due to the COVID-19 virus, however this cohort did not have the opportunity to take the first administration of the redesigned U.S. History Regents Exam on account of the Buffalo mass shooting which occurred in May of 2022 (a passage was discovered to be triggering and the test was canceled shortly before the planned administration). In addition, due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, many exemptions were granted and a vast majority of students did not sit for a Regents exam. As a result, the numbers of students who took the Global and U.S. Regents exams across our Network was predictably very low. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. An important piece of context to note is that any student completing the U.S. Regents exam would have done so a full year after they completed the course. At the beginning of SY 22-23 we undertook a process to better align our curriculum and instruction to meet the expectations of the Regents exams. Steps are being taken to ensure that curriculum, Network based assessment, and professional development moving forward will be fully aligned with what the State is asking students to be able to do as a result of social studies education.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	67	0	0%
	2018	2021-22	93	91	0	0%
	2019	2022-23	86	84	0	0%
Crown Heights	2017	2020-21	102	56	0	0%
	2018	2021-22	95	94	1	100%
	2019	2022-23	101	99	0	0%
East New York	2017	2020-21	91	88	0	0%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	101	0	0%

### Social Studies Measure 2 - Comparative

Each year, the percentage of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownville	2017	2020-21	68	5	43	68.3%
	2018	2021-22	93	90	2	66.7%
	2019	2022-23	86	84	1	50.0%
Crown Heights	2017	2020-21	102	9	56	60.2%
	2018	2021-22	95	95	N/A	N/A
	2019	2022-23	101	97	2	50.0%
East New York	2017	2020-21	91	5	67	77.9%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	100	7	77.8%

#### Social Studies Measure 4 - Comparative

Each year, the percentage of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

There are two applicable measures for High School social studies- *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort and Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.*

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

The absolute performance of 75% in US history was not met overall by our AF Brooklyn High Schools, however, almost all students in all cohorts (2017, 2018, and 2019) were exempted due to the exemptions passed down by the State to deal with the COVID-19 Pandemic, and the 2022 cancellation of the U.S. History Exam in the wake of the Buffalo mass shooting. Thus, there is only a single student, in the chart, who was analyzed and that single student passed the US History Regents with a 65 or higher.

The absolute performance of 75% in Global History was not met by Brownsville, or Crown Heights cohorts (and marked n/a for Aspire cohorts). In 2017 the Crown Heights cohort was 15 percentage points short of the metric, without any consideration given to exemptions, however, in 2019 when the Crown Heights cohort was below 50%, this was driven almost entirely by exemptions. In 2017, the Brownville cohort was approaching the goal, trailing by only 7 percentage points behind the metric, and similarly to the 2019 Crown Heights cohort, the drop in the 2018 and 2019 Brownville cohorts were driven nearly entirely by exemptions. However, two of our East New York Cohorts (2017 and 2019) exceeded the metric by nearly 3 percentage points (2.9 and 2.8 points respectively).

### ADDITIONAL CONTEXT AND EVIDENCE

As part of our assessment strategy, we test at regular intervals where we as much as possible try to replicate Regents conditions. Not merely with how students are testing, but in how scorers score, so we undertake an extensive norming process, where all scorers come to a common understanding of the

scoring rubric and exemplar responses. Where this was difficult was not having a conversion chart for the U.S. History exam, because while we had raw numbers, we had no guidance on how to convert that raw score to regents score. Moving forward now that an exam has been released we can use its conversion chart to create a completely aligned conversion chart for the purpose of making our data as reliable as possible.

### ACTION PLAN

We have focused the curriculum in all of our history courses on prioritized content and skills aligned to the NY State K-12 Social Studies Framework, the C3 Framework, and the NY State Common Core standards for Literacy in History. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our NY State Social Studies content standards and practices as outlined by the K-12 Framework. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

The content-based standards are from the 9-12 New York State Framework, and these standards will allow us to gauge student understanding of the curriculum and allow us to set up targeted interventions. The skills-based standards will tell us which skills students are mastering, and those they need more practice and instruction. Our Humanities team has committed to an approach where strategies and techniques for targeting literacy instruction will be done in both ELA and History classrooms, and these approaches will be aligned across the departments.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

	Year	Status
Aspire	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Brownsville	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Crown Heights	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
East New York	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement

## ADDITIONAL CONTEXT AND EVIDENCE

N/A