



**Children's Aid College Prep Charter
School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Drema Brown, Head of School, prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Michelle DeLong	Chair	Governance Committee; Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee (Chair)
Beth Leventhal	Vice Chair	Governance Committee (Chair); Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee
Michelle Rumph	Treasurer	Finance and Audit Committee, Executive Committee
Nina Bershadker	Secretary	Finance and Audit Committee; Executive Committee
Jane Goldman	Secretary	Learning, Achievement and Evaluation Committee (Chair); Executive Committee
Phoebe Boyer	Member	Governance Committee; Executive Committee
Sandra Escamilla	Member	Learning, Achievement and Evaluation Committee; Executive Committee
Lolita Jackson	Member	Governance Committee; Executive Committee
Anita Velazquez	Parent Trustee	Learning, Achievement and Evaluation Committee; Executive Committee

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

Children’s Aid College Prep Charter School is a Children’s Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children’s Aid College Prep Charter School (“CACPCS”) was authorized by the State University of New York (“SUNY”) Board of Trustees as a K-5 charter school located in Community School District 12 (“CSD 12”) in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children’s Aid (formerly known as The Children’s Aid Society). CACPCS is a Children’s Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS’s first charter term. In December 2016 and again in March 2022, the SUNY Trustees granted CACPCS full five-year renewals of its charter. During the 2022-23 school year, CACPCS began the first year of its third charter term and served currently at full scale serving 588 students in kindergarten through eighth grade. During the 2022-23 school year 56% of CACPCS’s students were Hispanic, 35% were black, 28% were Multilingual Learners, 69% of our students had been with us two or more years, 19% were students with special needs and 64% of our students resided in Community School District 12.¹

CACPCS strives to provide all of its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. CACPCS’s educational program prioritizes the following:

- 1) Ensuring strong alignment of curriculum, instruction, and leadership;
- 2) Improving internal data systems in support of student assessment and data-driven instructional practice;
- 3) Developing and retaining high-quality teachers and school leaders; and

¹ Enrollment and demographics as of BEDS Day 2022-23.

- 4) Continuing implementation of comprehensive student supports that lead to student success.

The planning, implementation, and monitoring of these four priorities occurs through the leadership of the Head of School, the Elementary School Principal and the Middle School Principal. Because CACPCS is a K-8 school sited across two separate school buildings approximately one mile apart (an elementary school building and a middle school building), the educational program must create a seamless K-8 experience for students that prepares them for success in high school, college and beyond.

Four Priorities for the Proposed Educational Program

Specifically, CACPCS’s educational program includes four priorities that necessitated several significant shifts in practice from its second renewal period. These shifts are summarized in the table below and aligned with the school’s five key design elements. The most significant shifts align with Key Design Element 1 (instructional rigor and a robust academic program), Key Design Element 3 (frequent and purposeful assessments), and Key Design Element 4 (talented and committed professional staff and administrators). While minor changes were made to improve upon Key Design Element 5 (comprehensive community school services), changes to Key Design Element 1, 3 and 4 impact the educational program specifically and are important to note.

The table below illustrates how the four educational program priorities address the Key Design Elements.

Educational Program Priorities and Proposed Key Design Elements (KDE) Crosswalk		
Priorities	Related Key Design Elements	Summary of key changes to Key Design Elements
1. Ensuring strong leadership, instruction, and curriculum	<p><i>Key Design Element 1</i> Instructional rigor and a robust academic program</p> <p><i>Key Design Element 4</i> Talented and committed professional staff and leaders</p>	<ul style="list-style-type: none"> • Clearer focus on Higher order thinking and application of skills and content knowledge • Culturally Responsive and Sustaining Education • Cross-content connections (K-8) • Student choice and voice • Instructional leaders use Big Five, tools and protocols to supervise curriculum and instruction
2. Improving internal data systems in support of assessment	<p><i>Key Design Element 3</i> Frequent and purposeful assessments</p>	<ul style="list-style-type: none"> • Academic and co-academic measures • National, standardized assessments in ELA and Math • Regular, strategic use of assessment data by teachers and leaders supported by proven protocols and tools
3. Developing and retaining high-quality teachers and leaders	<p><i>Key Design Element 4</i> Talented and committed professional staff and leaders</p>	<ul style="list-style-type: none"> • The Thoughtful Classroom’s instructional framework for effective teaching, the foundation of CACPCS’s instructional practices, is more clearly supported by clear defined coaching and professional development practices (i.e. The Big Five).

Educational Program Priorities and Proposed Key Design Elements (KDE) Crosswalk		
Priorities	Related <i>Key Design Elements</i>	Summary of key changes to <i>Key Design Elements</i>
	<i>Key Design Element 5</i> Comprehensive community school services	<ul style="list-style-type: none"> Teachers and leaders can rely on the Community School team to support students' needs so they can remain focused on teaching and learning.
4. Continuing implementation of comprehensive student supports that lead to sustained student success	<i>Key Design Element 5</i> Comprehensive community school services	<ul style="list-style-type: none"> Community school services and programs are comprehensive and focused on clear goals for student success.

Priority 1: Ensuring Strong Leadership, Instruction, and Curriculum

- The first priority is ensuring strong leadership, instruction, and curriculum. Key to addressing this first priority was the need to make some shifts in the focus of Key Design Element 1 (instructional rigor and a robust academic program) to align with the level of rigor and expectations inherent in NYS’s Next Generation Learning Standards (“NGLS”) and the principles of Culturally Responsive-Sustaining Education (“CR-SE”).²
- In 2017, near the start of CACPC’s second charter term, the NYS Board of Regents adopted the NYS NGLS, which built on the Common Core State Standards but included revisions designed to clarify and streamline certain standards in ELA and Math at various grade levels. The NYS Education Department (“NYSED”) developed roadmaps that outlined the timeline for transition to the NGLS, with full implementation of the NGLS by 2022. These roadmaps were revised in April 2021 such that the first administration of NYS grade 3-8 ELA and Math assessments aligned with the NGLS occurred in 2022-23. In preparation for this shift, CACPCS’s educational program had to prepare its students to meet or exceed the NGLS as assessed on the NYS ELA and Math exams.
- The goals of the NYSED CR-SE framework align with CACPCS’s mission, vision, and holistic approach to education. Specifically, the CR-SE framework seeks to achieve the following goals: (1) to affirm racial and cultural identities and foster positive academic outcomes; (2) to develop students’ abilities to connect across cultures; (3) to empower students as agents of social change; and (4) to contribute to an individual’s engagement, learning, growth, and achievement through the cultivation of critical thinking.
- Key Design Element 1 articulates an instructional vision that ensures that CACPCS’s students are meeting or exceeding the NGLS and are educated in a CR-SE environment.

² <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Priority 2: Improving Internal Data Systems in Support of Assessment

- During the second charter term, the Board and school leaders realized that CACPCS’s internal assessments and approach to assessment were no longer sufficient given changes in state standards and the school’s evolving instructional practices.
- CACPCS changed its primary internal assessment and implemented changes to Key Design Element 2 (frequent and purposeful assessment). These changes helped leaders and teachers better prepare students to meet or exceed the NGLS and better evaluate the effectiveness of the school’s overall educational program.

Priority 3: Developing and Retaining High-Quality Teachers and Leaders

- CACPCS had difficulty retaining staff during periods of significant growth, operational challenges, and a global pandemic during the second charter term. These challenges and the steps CACPCS leadership took to navigate them helped define the shifts proposed in Key Design Element 3 (talented and committed professional staff and leaders).
- The Thoughtful Classroom’s instructional framework for effective teaching continued to serve as the foundation for CACPCS’s instructional practices. The Thoughtful Classroom framework is research-based, clear, and aligns with CACPCS’s instructional vision and values. This framework was further supported by more clearly defined coaching and professional development structures, tools, and practices that prioritize the ongoing content-knowledge development of teachers and leaders. Teachers and leaders regularly collaborate during reviews of student work in order to develop meaningful and actionable next steps to ensure that daily lesson plans and instruction are meeting the needs of students.

Priority 4: Continuing Implementation of Comprehensive Student Supports

- From its inception, CACPCS has benefited from CA’s decades of community schools practice in NYC. The COVID-19 crisis highlighted the importance of CACPCS’s community school strategy in creating the conditions for learning and removing the barriers to learning. The community school staff and the programs and services they provided formed an important “backbone” of support that allowed school leaders and instructional staff to remain focused on the daily work of teaching and learning during the crisis and into the recovery that continued during the 2022-23 school year.

- CA and CACPCS developed a logic model for its community school strategy which is used to set short-term, intermediate and long-term goals that inform annual priorities and action plans that include key school activities that align community school programs and services with the school's overall goals for student success. The CACPCS logic model addresses seven key areas: Social Emotional Learning, Attendance, Learning and Cognitive Development, Supports for Academically Vulnerable Students, Health and Wellness, Family Engagement and Social Justice and Community Awareness.

The following sections outline in more detail how the priorities and changes in the Key Design Elements described above were reflected in CACPCS's leadership, instruction, curriculum, assessment, and professional development plans during the 2022-23 school year.

Instructional Leadership

During the 2022-23 school year, CACPCS plans built on the investments made to build a robust instructional leadership team during the previous charter term through continued investments in partnerships to continue building the practices of instructional leadership at CACPCS. Achievement Network (ANet) and the Lavinia Group provide CACPCS's leadership with strategic planning, training, coaching and instructional resources in ELA and Math for grades K-8. Dr. Mahfood, Professor of Science Education and Columbia's Teachers College, provided Science curriculum consultation to both the elementary and middle school teams to provide guidance in this area. These partnerships have helped align curriculum and instructional practices across CACPCS's full grade span in meaningful ways.

The CACPCS instructional leadership teams at the elementary school and middle school are now comprised of the Principals, Academic Deans, and Instructional Coaches for each school level, and the Director of SPED and Interventions serving both campuses. The Head of School convenes the principals weekly to plan and address barriers to instructional leadership and instructional improvements. The principals convened their instructional leadership teams weekly. Those weekly instructional leadership teams often include the presence of ANet or Lavinia Group consultants.

As noted above, instructional leaders focused on the Big Five key leadership systems and structures³ while providing instructional staff with the necessary supervision, feedback, and mentorship required to improve student learning. The Big Five's systems and structures are:

- 1) Teacher content knowledge development;
- 2) Leader content knowledge development;
- 3) Lesson plan reviews and feedback;
- 4) Leader reviews of student work; and
- 5) Targeted, goal-driven teacher coaching.

The Principals (supported by partners like the Lavinia Group, ANet) continued to identify, implement, and monitor those leadership structures, protocols, and practices that support teacher development. CACPCS's commitment to co-teaching, provided nearly every class with at least two instructors which also meant larger supervisory loads for school leadership. As a result, instructional leaders used collaborative planning structures (i.e. grade and content team meetings) and protocols (e.g. data review meeting protocols, Intellectual Preparation meeting agendas, etc.) to bring instructional staff together for activities. Activities included student work reviews, lesson plan development, coaching, and professional development to maximize staff time and attention.

Instructional Practices at CACPCS

Per the Key Design Elements, all CACPCS teachers are expected to have an overall approach to teaching and learning that is data-driven and strategic. This means they must have a repertoire of research-based instructional strategies at their disposal and can select strategies that support their objectives and adapt strategies to meet particular learning goals based on assessment data. The Thoughtful Classroom instructional framework and related instructional tools (as noted above) helped leaders and teachers strategically employ multiple research-based instructional strategies like the following:

- Teachers differentiate instruction, which expands student learning and achievement because there are different styles of student thinking (e.g. students respond differently to different approaches).

³ The Big Five were developed by CACPCS instructional leaders in consultation with the Lavinia Group.

- Teachers increase student engagement by incorporating motivational elements like controversy, choice, competition, challenge, and curiosity, which capture student interests and secure their commitment to learning.
- Teachers help students deepen their understanding of core content through their use of multiple styles of teaching (i.e. lecture vs. coaching) to create greater retention, deeper comprehension, and achievement.

The Thoughtful Classroom instructional framework promotes common language around quality instruction through the use of these research-based instructional practices, which are clear and accessible to both novice and veteran teachers. The school's web-based performance evaluation system, Standards for Success ("SFS"), also enabled transparent communication between instructional leaders and teachers about teacher performance while allowing instructional leaders to identify trends for targeted professional development. New teachers are oriented to the Thoughtful Classroom framework upon joining the CACPCS staff. The Thoughtful Classroom framework informs all professional development, feedback, and coaching as instructional leaders help teachers (new and veteran) expand their research-based strategies in their daily classroom practice.

An Integrated Approach to Technological Literacy

Use of appropriate technologies in the context of regular classroom instruction enables students to develop technological fluency, widely recognized as essential to educational and professional advancement. Teachers have access to technology and are expected to employ technology for instructional purposes. In addition, teachers and students use various virtual learning platforms, web-based programs, and technologies throughout their academic studies, such as online databases, modeling software, word processing, and communication/presentation programs. Examples include IXL, Google Classroom, and Zearn. Students' access to devices in classrooms (i.e. Google Chromebooks, tablets and iPads) ensures that teachers can build technological literacy through meaningful learning challenges in their classrooms. The COVID-19 crisis increased the entire CACPCS school community's comfort and capacity in using technology to work and learn, and CACPCS continued building on this capacity during the 2022-23 school year.

Co-Teaching within a Departmentalized Approach

CACPCS continued to use a departmentalized approach to instruction with subject-based teachers in all four core subject areas beginning in grade 4, with the exception of Humanities in the elementary school which integrates ELA and Social Studies. CACPCS begins this approach in grade 4 because it allows teachers to work in their strongest content area, allowing them to focus on deepening their content knowledge and building their repertoire of instructional strategies. This deepening of the teachers' focus supports student learning because teachers' content knowledge and capacity to anticipate and address student misconceptions is increased. Each core subject teacher will have a certified special education teacher on their grade or content team, thus allowing CACPCS to better leverage the training and expertise of those teachers and to create opportunities for co-teaching in ICT settings at each grade level and in each content area despite a shortage in Special Education certified teachers. Co-teaching is beneficial to all students as it creates more opportunities for strategic small group instruction. However, it is particularly helpful for ELLs, students in need of academic intervention, and students with special needs, for whom the different teaching strategies and adaptations made in smaller groups are more effective in addressing their learning needs.

Mitigating the Effects of Interrupted Instruction due to the COVID-19 Pandemic and Addressing the Needs of Special Student Populations

Historically, approximately 86% of CACPCS students have been designated as "economically disadvantaged," approximately 20% of students have Individualized Education Plans ("IEPs"), and over 10% are ELLs. To best support the needs of these and all students, CACPCS takes a comprehensive, school-wide Response to Intervention ("RtI") approach. The RtI approach to supporting the diverse learning needs of students continued to be a central feature of the school's educational program.

CACPCS special populations – Students with special needs, ELLs, and students struggling to meet grade-level standards (Tier III students⁴) - were prioritized for intervention services. CACPCS continued meeting the required mandates for SWD and ELLs and CACPCS leadership and staff consistently reiterated the school's goal of being a fully inclusive environment designed to serve the needs of all students. This

⁴ Diagnostic ELA and Math assessments are administered at the beginning of each school year. The instructional leadership team uses this baseline assessment data to group students into three tiers, with Tier III students identified as those students struggling to meet grade-level standards. Classifications are re-evaluated with subsequent assessments including quarterly Fountas and Pinnell and ANet assessments, running records, and Close Reading data, and may also be revised based on classroom observations by members of the instructional leadership team. CACPCS Interventionists focus on Tier III students, which tend to be predominantly SWD and ELLs.

message is reinforced during the hiring process, and during student, parent, and staff orientations every year.

CACPCS's RtI approach is defined by five elements:

- 1) Assessments (both academic and behavioral);
- 2) Data-driven decision-making (i.e. progress monitoring and action planning);
- 3) Multi-level instruction based on intervention tiers (Tiers I, II, and III);
- 4) Infrastructure and support (i.e. co-teaching, access to disaggregated ANet data, a dedicated supervisor); and
- 5) Fidelity and evaluation (i.e. regular training and refreshers on Wilson Reading Intervention).

In addition, CACPCS's RtI approach was adapted to address the potential gaps created by remote learning during the COVID-19 pandemic. RtI data is reviewed monthly by the Special Education Team (which includes all Interventionists and the school's paraprofessionals) and school leadership for ongoing coordination. The Director of SPED and Interventions, who oversees the Special Education Team and supervises all special education programs and related services, managed the RtI data reviews. The principals and Academic Deans work closely with the Director of SPED and Intervention to review instructional practices to support these students and monitor assessment data collaboratively.

The Director of SPED and Interventions also convenes IEP Team Meetings. To meet IEP mandates, instructional leadership teams at both locations ensure the following:

- Integrated Co-Teaching ("ICT") classrooms have a 60/40 split of general and special education students within the classrooms;
- Special Education Teacher Support Services ("SETTS") mandated services are provided by CACPCS Interventionists; and,
- Teachers implement and track IEP goals quarterly (at a minimum).

CACPCS classrooms feature a co-teaching model in which most classrooms have two teachers and/or a teacher and paraprofessional. This co-teaching model provides the first additional layer of support for CACPCS special populations. Professional development and teacher coaching include dedicated time for co-teaching strategies. Instructional leaders model different types of co-teaching strategies and provide

coaching on when to implement the different strategies (e.g., parallel teaching, alternative teaching or team teaching, utilizing stations, or implementing a lead teacher with support teacher model).

Professional development time provided to staff working with special populations, including during half-days allotted specifically for staff training, has increased over the years as CACPCS's special populations have grown. Sustaining this high level of professional development time was a priority during 2022-23 school year.

Increased Supports for Multilingual Learners (MLLs)

As CACPCS's MLL population has grown, school leadership has recognized a need to better address MLL learning differences and provide additional supports that work to students' strengths. CACPCS increased MLL supports during the 2021-22 school year and into the 2022-23 school year, prioritizing the identification of MLLs, progress monitoring, and increased staff support. Increased staff support was directed primarily at the elementary school, where the majority of our MLLs enter CACPCS.

Specifically, upon an MLL student's enrollment, CACPCS develops an MLL Snapshot that contains their completed home language survey, language proficiency level, a summary of the processes and tools used to determine their proficiency level, and all other baseline data collected at the beginning of the school year. If the student also has an IEP, the MLL Snapshot information will be added to their IEP-at-a-Glance document for coordination with the Director of SPED and Interventions team. Clarifying how and when new MLLs entering CACPCS are identified allowed school leadership to confirm their MLL status and English language proficiency at the beginning of their enrollment and in order to develop a more strategic support plan for each student.

To provide increased instructional support (including progress monitoring) at the elementary school, CACPCS hired a TESOL-certified MLL Specialist to provide daily instruction to groups of students in grades 2-5. The ESP Specialist also:

- Serves as a key coordinator of services for ELLs in grades K-5, including providing colleagues with ESL goal-setting and tracking support;
- Works directly with a caseload of the highest need ELLs in grades 2-5;
- Supports instructional leaders in reviewing grade 2-5 ELA lesson plans with a lens on language objectives and differentiation strategies;

- Attends implementation meetings to practice differentiation strategies with colleagues;
- Supports ESL goal-setting and monitoring in grades K-1; and
- Shares ELL progress monitoring data during monthly grade-level data team meetings.

Increased support of MLLs in the middle school included creating a full-time position for a TESOL-certified teacher to focus on language acquisition and writing goals, and to monitor the progress of all of the ELLs but especially the highest need MLLs in grades 6-8. The Middle School ESL Coordinator also:

- Creates ELL Snapshots for all middle school ELLs, collecting the same Snapshot information as that collected at the elementary school;
- Tracks ELL program compliance across the middle school;
- Attends monthly Professional Learning Community (“PLC”) Meetings with the two other teachers identified as ESL Specialists in the middle school and discuss the progress of ELLs on their caseloads;
- Uses PLC Meetings with the ESL Specialists and ELA teachers to review ELA lesson plans for appropriate language objectives and differentiation strategies; and
- Attends Implementation Meetings to practice differentiation strategies.

After School Tutoring and Enrichment and the Summer Boost Program

CACPCS leverages after school and summer tutoring and enrichment resources to further mitigate the effects of interrupted instruction due to the COVID-19 pandemic and to address the needs of special populations. During the 2022-23 school year, CACPCS targeted four groups of students for its after school and summer programming . First, CACPCS used internal assessment data (Foundations and Wilson Reading System progress monitoring data, F&P reading level data, Lavinia Close Reading score progress, ANet ELA and Math interim assessment data and attendance data to identify students for these programs who demonstrated need for additional academic support. Using the data listed above, CACPCS identified those students who were “Promotion-In-Doubt” in February 2023 in Grades K-8. Those students were mandated to attend the summer program followed by students who may not have demonstrated the most severe academic need according to those data sources, but may have been referred either by a staff member, parent or caregiver due to other academic, social or emotional needs not fully reflected by these data sources. Third, in addition to those Rising 6th graders who are identified

as “Promotion in Doubt”, the entire Rising 6th grade was offered the opportunity to attend the Summer Boost program to support their transition to middle school. Based on past attrition between 5th and 6th grade at CACPCS, we anticipated that approximately one-third of the current 5th grade class would attend the summer program either as required as a student who is “PID” or as a voluntary opportunity for additional support upon the transition to middle school. Finally, rising Grade 1-7th grade students new to CACPCS were offered the opportunity to attend the summer program in 2023. School leadership heard this feedback from newly-enrolling families in 2021-22 and planned to support these groups this summer.

Professional Development and Teacher Evaluation

To address declines in overall ELA and Math proficiency that occurred during the second charter term, the Board and school leadership identified a team of educational partners who shared CACPCS’s mission, vision, and values and could provide technical expertise to support the school’s leaders and teachers. The goal was to have these partners inform CACPCS’s plans for improvement. The partnerships with ANet and the Lavinia Group have proven to be very consequential; these partners shared tools, structures, and instructional strategies that helped CACPCS leadership develop plans for professional development and evaluation for the next charter term.

During the 2022-23 school year, professional development and teacher evaluation was based on shared definitions for institutional educational equity and instructional equity. These definitions were adopted in consultation with ANet and the Lavinia Group and informed by the Big Five key leadership systems and structures.⁵ The definitions of educational and institutional equity require that CACPCS develop leadership practices and a culture that guaranteed educators engaged all students with the meaningful support they need to meet and exceed the standards through high-quality instruction. High quality instruction means that across content areas, staff act on the belief that all students come with valuable knowledge and an innate ability to learn. The following were expected to occur consistently:

- Educators hold high expectations for all students and recognize and disrupt their own/others’ biases which can erode expectations for students;
- Classrooms sustain students’ cultures and cultivate a growth mindset;
- Instruction reflects principles of anti-oppression;

⁵ Taken from ANet’s Equity Definitions

- Students shoulder the cognitive lift in their learning and share their developing thinking;
- Targeted opportunities are provided to address unfinished learning/teaching to make grade-level instruction accessible for all students; and,
- Instruction is adjusted and responsive to student needs based on targeted data analysis of student work.

CACPCS's leadership continued to implement the Big Five leadership systems and structures: teacher content knowledge development; leader content knowledge development; lesson plan reviews and feedback; leader reviews of student work; and targeted, goal-driven teacher coaching.

CACPCS recognizes that new teachers need a great deal of support early in their careers in learning how to unpack standards and to match students' skill and content needs with appropriate instructional strategies. More veteran teachers need support in deepening their understanding of how students can and should demonstrate mastery of standards and build their instructional repertoires accordingly. The Big Five, and the related structures (e.g. Intellectual Prep meetings) and protocols (three-day close reading plans, Intellection Prep meeting agendas) have helped CACPCS leaders better support teachers with varying levels of experience. Leaders model collaborative goal-setting with teachers based on student assessment data, which teachers can then implement with students. Implementation Meetings help leaders bring teachers together to plan and practice important lessons in order to leverage the group's collective capacity. In these ways, new and veteran teachers are supported by leadership systems and structures that build on their strengths while addressing their professional learning needs.

The Principals led the development and implementation of professional development plans at each school location. The Principals refined those plans through regular reviews of teacher Snapshot and evaluation data, as well as reviews of coaching trackers to ensure professional development was consistent and strategically based on scholar and teacher strengths and needs.

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
2020-21	64	75	74	75	83	70	64	62	66	-	-	-	-	633
2021-22	56	68	71	71	65	69	61	60	60	-	-	-	-	581
2022-23	67	67	65	73	75	71	67	56	47	-	-	-	-	588

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Children’s Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

All CACPCS curricula aligns with the NYS Next Generation Learning Standards.

K-5 Humanities (English Language Arts/Social Studies) and 6-8 English Language Arts

CACPCS’s elementary school continued combining ELA and Social Studies into a Humanities block. Social Studies provides a natural, engaging, and exciting lens through which to promulgate the literacy skills students need to read, comprehend, discuss, analyze, and write about challenging and complex texts. As a result, during the 2022-23 school year, CACPCS’s elementary school continued implementing the Lavinia Group’s *Insight Humanities* curriculum and the middle school began implementing the Lavinia Group’s *Insight* curriculum during the 2022-23 school year.

Insight is an integrated reading, writing, and history curriculum that uses studies of historical content, high-quality literature, and project work to build students' content knowledge and critical thinking over time. *Insight’s* courses are designed to present diverse points of view and cultural experiences through use of diverse authors; books that reflect students “own voices”; and texts written by and about the experiences of historically marginalized peoples. The *Insight* curriculum is meant to build cultural competence and provide affirming mirrors that reflect students’ experiences and windows into people, places, and periods that are new to them. *Insight* also features community and social justice-oriented themes and driving questions for every grade level. These foster sociopolitical consciousness

and are informed by tools like The Metropolitan Center for Research on Equity and the Transformation of Schools' Culturally Responsive Curriculum Scorecard.⁶

The Humanities approach provides wonderful opportunities to integrate rich and seminal pieces of American and world literature into each period of study, bringing history to life in unique and exciting ways. As such, Humanities has the capacity to instill in students the joys of reading and a life-long love and understanding of diverse literature. To ensure that our students are college-and-career-ready in reading, writing, speaking and listening as defined by the NGLS, CACPCS's Humanities curriculum built the students' capacity to:

- 1) Demonstrate independence as self-directed learners;
- 2) Establish a comprehensive base of content knowledge;
- 3) Adapt their communication in relation to audience, task, purpose, and discipline;
- 4) Comprehend and critique as readers and listeners;
- 5) Value evidence in their own interpretation as well as other's interpretations;
- 6) Use technology and digital media strategically and capably to enhance literacy applications; and
- 7) Appreciate other perspectives and cultures.

The K-5 Humanities and grade 6-8 English Language Arts program foster a love of writing while instilling the foundational skills necessary to write successfully for formal and informal purposes. Students were given ample opportunities to demonstrate their understanding of text types and styles and the conventions of language. Writing included, but was not limited to: arguments with attention paid to valid reasoning and the use of supporting evidence; informative and explanatory texts; responses to literature; creative writing; and fiction and nonfiction narratives. Students were expected to produce writing in all genres that is organized; coherent; appropriate for the task, purpose, or the expected audience; and demonstrates an understanding of the conventions of academic English.

The elementary and middle school instructional leadership teams continued to ensure that instructional action plans for K-5 Humanities and 6-8 English Language Arts were coherent, fully implemented and adapted based on internal assessment results. Instructional leaders and content area consultants from

⁶ <https://steinhardt.nyu.edu/metrocenter/eiroc/culturally-responsive-curriculum-scorecards>

the Lavinia Group (ELA and Math) and ANet, supervised by the Principals and Head of School, continued to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular instructional leadership team time at each school location was dedicated to ensuring that literacy action plans were coherent, and were having the desired impact on student learning. Literacy action plans featured the following:

- All K-2 students received weekly instruction using Foundations.
- All K-6 students received 30-40 minutes of guided reading instruction 2-3 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- MLLs in grades 6-8 received guided reading instruction to better address their needs.
- Close reading instruction occurred at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses that reflect their comprehension across a variety of fiction and non-fiction texts. The Lavinia Group continued to provide CACPCS the texts for close reading throughout the school year.
- Structured word study and vocabulary instruction in all grades continued to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas.
- Implementation fidelity was prioritized for reading interventions (e.g. Wilson Reading).
- CACPCS continued its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, high-interest literature and more time during the instructional day for independent reading.
- Grades 3-8 used novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in guided reading and close reading to classroom discussions, projects, and presentations.
- Learning and instruction for those students already meeting grade level standards was supported by the implementation of learning centers and blended learning experiences using educational technology that prioritizes tools that allow the school to easily track students' learning as they use these tools.

Utilizing results from interim assessments and practice tests, the Principals and Academic Deans conducted item analyses using ANet's data review protocols to continue to support teachers in their daily lesson planning. In grades 6-8, there was a particular focus on the consistent implementation and review

of formative (daily and weekly) and summative assessments at the end of units of study. These frequent reviews will further drive instruction and content/skills mastery while reinforcing teachers' understanding of power and supporting standards. I-Ready was used to support independent practice and reinforcement of certain skills and strategies in ELA for Grades 6-8.

Literacy was not limited to Humanities or ELA classes at CACPCS. CACPCS elementary and middle school students learn to read, write, speak, listen, and use language effectively in all content areas. Instruction in Social Studies, Science, Math, and the Arts placed an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach supported the building of new knowledge about a variety of subjects and helps students think critically about historical and current events, themes, and technical and scientific issues.

Students were also expected to communicate clearly, effectively, and persuasively in the spoken language. Humanities and ELA instruction, as with all content courses, facilitated collaborative discussions in the classroom requiring students to listen carefully to their peers and teachers in order to build upon expressed ideas. In addition to classroom conversations, learning experiences across content areas required students to make oral presentations.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	72	4	0	1	0	0	0	73
4	74	4	0	1	0	0	0	75
5	64	3	3	5	0	0	0	71
6	42	5	1	1	0	0	0	67
7	51	2	0	0	0	0	0	56
8	39	2	2	2	0	0	0	47
All	342	20	6	10	0	0	0	389

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁷

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	41	57	57	32	56
4	74	33	45	54	28	52
5	64	29	45	50	25	50
6	42	13	31	33	10	30
7	51	30	59	36	18	50
8	39	27	69	37	26	70
All	342	173	51	267	139	52

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.

⁷ 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

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.⁸

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56	32	28.6	1235
4	52	28	28.1	1233
5	50	25	32.2	1321
6	30	10	27.2	1052
7	50	18	29.1	1204
8	70	26	41.2	1306
All	52	139	31.3	7351

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁹

2021-22 English Language Arts Comparative Performance by Grade Level

⁸ 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](#).

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ¹⁰		Effect Size
		Actual	Predicted	
3	86	60	N/A	N/A
4	85	43	N/A	N/A
5	92	42	N/A	N/A
6	83	31	N/A	N/A
7	90	59	N/A	N/A
8	77	70	N/A	N/A
All	86	50	N/A	N/A

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 out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: Guided reading and close reading data, I-READY ELA assessments for Grades 6-8 and Achievement Network (ANet) interim assessments in ELA for Grades 2-8. The charts below specifically provide results from the school’s use of I-READY in ELA (for grades 6-8) and ANet ELA for Grades 3-8. This data was used to drive literacy instructional plans as described above.

CACPCS’s use of I-READY for ELA in Grades 6-8 revealed that most students showed some growth over the course of the school year (see TABLE A below). Although 75% of those students enrolled in at least their second year at the school did score at the *mid on-grade level* or above scale score for the year-end assessment, it was clear that overall student growth in ELA was evident but those students who began the school year furthest below grade-level and Students with Disabilities showed the strongest growth over the course of the year.

¹⁰ 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.

ELA I-READY

TABLE A. 2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	140	133%	YES
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	62	124%	YES
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	100% ¹²	29	111%	YES
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	115	26%	NO

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

TABLE B. End of Year Performance on 2022-23 i-Ready ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	16	44	17	29
7	15	48	14	28
8	40	42	43	40
All	23	134	26	99

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	123	44
7	117	48
8	197	42
All	132	134

ELA – ACHIEVEMENT NETWORK

2022-23 ANet and NYSED ELA Test Results Comparative Analysis

During the previous charter period, CACPCS discovered that our internal assessments were not sufficiently aligned with the changes to NYS ELA standards at that time and did not assess students' mastery of certain standards at a rigorous enough level to be predictive of their performance on the NYS ELA tests. To understand the predictiveness of the ANet ELA assessments administered to Grade 3-8 students during the 2022-23 school year, CACPCS conducted an analysis to compare scholars' performance outcomes on the NYS ELA tests at Grades 3-8 against CACPCS's internal assessment - ANet.

This comparative analysis was completed after the release of updated NYS Performance Level thresholds while ANet's performance levels remained constant on their platform between 2022 to 2023. Therefore, overall rates of **Equal** ANet and NYS ELA performance levels or **More Rigorous** (or lower) ANet performance levels than NYS ELA performance levels were likely to have increased compared to

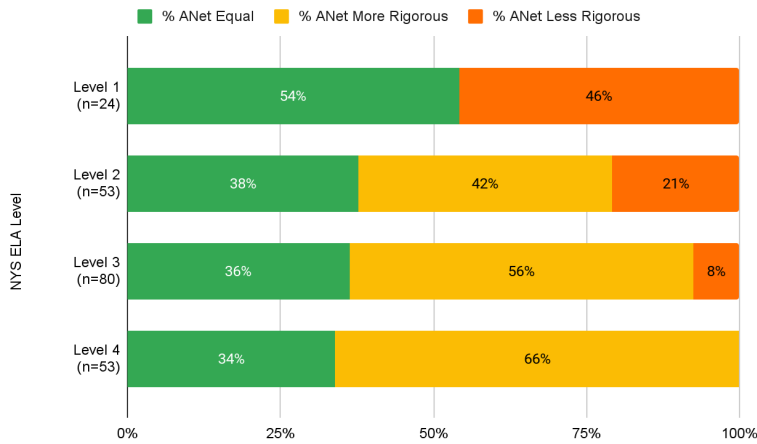
the previous school year given the change in NYS ELA standards, cut scores and performance levels in 2023.

The methodology used for this comparative analysis between 2022-23 ANet assessment results and NYS ELA test results is described below:

- Scholars within the sample size met the following criteria:
 - Enrolled in CACPCS as of June 2023
 - Completed at least 2 ANet Assessments
 - Completed at least 1 NYS subject exam.
- ANet Levels were determined by averaging each scholar's ANet interim assessments and comparing it to the ANet Cut Scores table.
 - ANet Cut Scores are an approximation of the ELA performance level thresholds for each grade.
- The comparative analysis was conducted based on the scholar's *average* ANet level and their 2023 NYS performance level.
- Scholars were categorized into 3 groups, based on their ANet Level:
 - ANet average performance level is equal to the 2023 NYS ELA test performance level → ANet was **Equal**.
 - ANet average performance level is less than the 2023 NYS ELA test performance level → ANet was **More Rigorous**.
 - ANet average performance level is greater than the 2023 NYS ELA test performance level → ANet was **Less Rigorous**.
- Higher rates of “**Equal**” or “**More Rigorous**” results are considered more favorable.
 - This indicates that scholars scored the same (equal) or a higher (more rigorous) performance level on the actual NYS exam.
- Higher rates of “**Less Rigorous**” results are considered less favorable.
 - This indicates that students scored a lower performance level on the actual NYS Exam.

3-5 ELA ANet Rigor by NYS Performance Levels, 2+ Years and Grade Levels

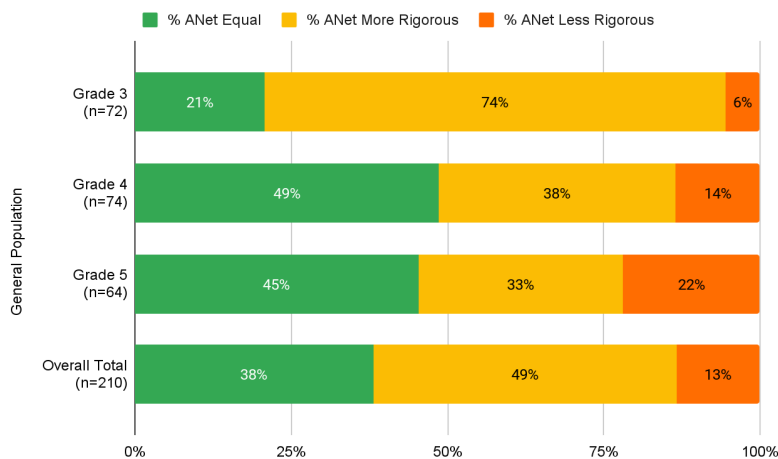
Distribution of ANet Rigor by NYS Level



Distribution of ANet Rigor by NYS Level - 2+ Years



Distribution of ANet Rigor by Grade Level



Rigor by Performance Level

In Grades 3-5 ANet ELA assessment results were sufficiently rigorous across all performance levels, but was most predictive of a student’s NYS ELA test performance level for those students at ANet Performance Level 1. The higher the student’s ANet average performance level, the more likely their NYS ELA test score level would be equal to or less than their ANet performance level, indicating that the ANet assessments were more rigorous than the NYS ELA test for their grade level at all performance levels except Level 1.

Rigor by 2+ Years

The same trends were evident as described above when this analysis was conducted for students who had been enrolled in CACPCS two or more years. ANet assessment results were most predictive at Level 1.

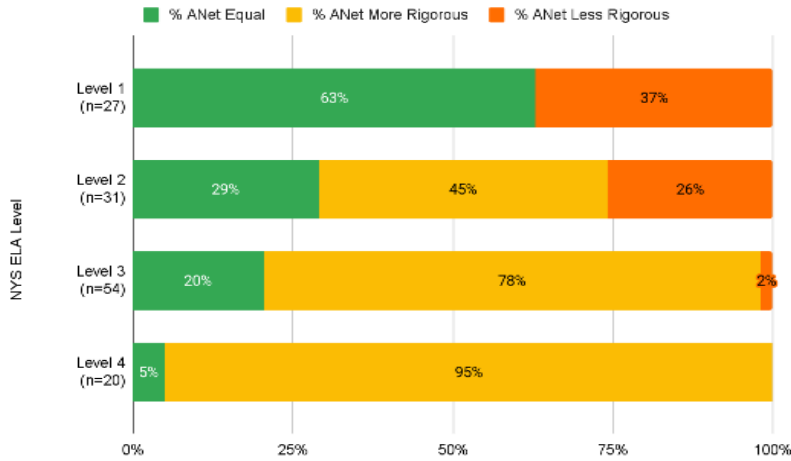
Rigor by Grade Level

ANet ELA assessments were rigorous across all Grades and most predictive of NYS ELA performance in Grades 4 and 5 and least predictive at Grades 3 (although sufficiently rigorous).

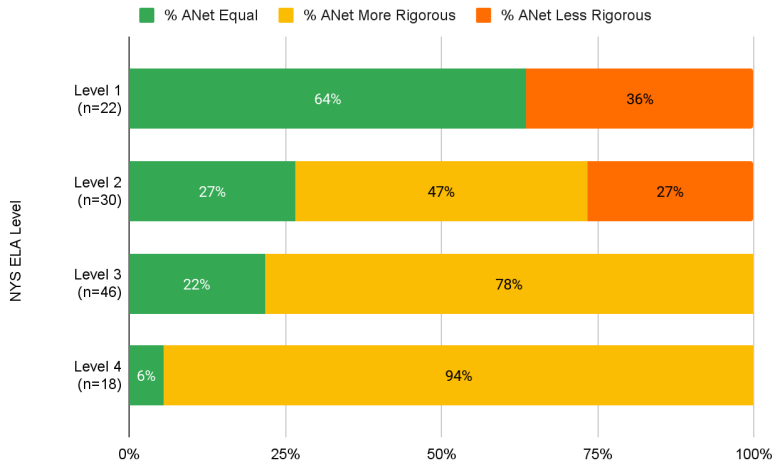
The analysis of rigor at Grades 3-5 indicates the greatest need to re-assess the performance level set internally for Level 1 on ANet and to re-visit the Grade 3 ANet performance levels to better predict NYS ELA performance. Additionally, given the underperformance of Grades 4 and 5 on the NYS ELA test, a deeper analysis will need to be done of the 36% of students in those Grades whose NYS test performance was less than expected given their ANet performance levels.

6-8 ELA ANet Rigor by NYS Performance Levels, 2+ Years and Grade Levels

Distribution of ANet Rigor by NYS Level



Distribution of ANet Rigor by NYS Level - 2+ Years



Distribution of ANet Rigor by Grade Level



Rigor by Performance Level

In Grades 6-8 ANet ELA assessment results were sufficiently rigorous across all performance levels, but was most predictive of a student's NYS ELA test performance level for those students at ANet Performance Level 1. The higher the student's ANet average performance level, the more likely their NYS ELA test score level would be equal to or less than their ANet performance level, indicating that the ANet assessments were more rigorous than the NYS ELA test for their grade level at all performance levels although less so at Levels 1 and 2.

Rigor by 2+ Years

Similar trends were evident as described above when this analysis was conducted for students who had been enrolled in CACPCS two or more years. ANet assessment results were most predictive at Level 1. There were more instances of ANet being less rigorous for 2+Year students at Levels 1 and 2.

Rigor by Grade Level

ANet ELA assessments were rigorous across all Grades and most predictive of NYS ELA performance in Grade 6 and least predictive at Grades 8 (although sufficiently rigorous).

The analysis of rigor at Grades 6-8 indicates the greatest need to re-assess the performance levels set internally for Levels 1 and 2 on ANet and to re-visit the Grade 7 ANet performance levels to better predict NYS ELA performance. Additionally, given the underperformance of Grade 6 on the NYS ELA test, a deeper analysis will need to be done of the 14% of students in that Grade whose NYS test performance was less than expected given their ANet performance.

SUMMARY OF THE ELA GOAL

During the 2022-23 school year, CACPCS met one of the two ELA goals CACPCS was required to report on at the time of this submission. Those students enrolled in at least their second year at CACPCS outperformed students in the same tested grades in CSD 12 at all grade levels in ELA. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year performed at proficiency in ELA, this group of students did show high levels of growth from the previous year in ELA in Grade 3 (+14), Grade 5 (+1), Grade 7 (+9) and Grade 8 (+34).

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.	No
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.	YES
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.	N/A
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

EVALUATION OF ELA GOAL

While CACPCS only met one of the two ELA goals CACPCS was required to report on at the time of this submission, overall CACPCS’s performance in ELA improved by nearly 2 percentage points in 2023. CACPCS also outperformed NYC in ELA in Grades 3, 7 and 8. Across Grades 3-8 the percent of CACPCS’s Students with Disabilities who met or exceeded proficiency in ELA was 40% compared with 22% across NYC. Across Grades 3-8 the percent of CACPCS Multilingual Learners who met or exceeded proficiency in ELA was 32% compared with 11% across NYC.

CACPCS's overall educational program contributed to the gains and growth in ELA shown in the previous charts. Specifically, the school's four priorities¹³ described at the beginning of this report, create the conditions for a school-wide focus on literacy instruction that is conducive for CACPCS's students and teachers.

Additionally, CACPCS's early literacy approach which includes the use of Foundations with all students in Grades K-2, word study, guided reading and close reading is comprehensive. A strong team of reading interventionists and MLL interventionists who provide small group and one-on-one support and implement interventions like the Wilson Reading intervention program with fidelity provides support for those students who are struggling to meet grade level standards at all grade levels. A school-wide focus on student engagement, quality ELA assessments, teacher and student goal-setting, strong academic progress monitoring, reviews of student work and regular opportunities for teachers to receive feedback from leaders and for students to receive feedback from teachers also contributed to the ELA results described earlier in this report.

Grades 4-6 underperformed expectations on the NYS ELA test given their performance on internal assessments. The CACPCS instructional leadership team will need to identify where there are remaining gaps in curriculum, assessments, instructional practices or staff development that may have contributed to this lack of performance in ELA at these Grade levels.

As CACPCS continues to strengthen its curriculum choices, instructional practices, use of assessment data, implementation of academic interventions, and strategies to support students with disabilities and Multilingual Learners, the school fully expects to ultimately achieve all of its English language arts goals.

ELA ACTION PLAN

During the 2023-24 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-5 Humanities and 6-8 ELA are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals and Head of School, instructional leaders and content area consultants from the Lavinia Group, and ANet will continue to provide support to teachers in the areas of data analysis, lesson

¹³ (1)ensuring strong leadership, instruction, and curriculum; (2) improving internal data systems in support of assessment;(3)developing and retaining high-quality teachers and leaders; and (4)continuing implementation of comprehensive student supports that lead to sustained student success

planning, lesson delivery, effective co-teaching, and differentiated instruction. Weekly instructional leadership team meetings at both the elementary and middle school will continue to be dedicated to reviews of student work, student assessment data and to ensuring that instructional literacy plans are coherent, and are having the desired impact on student learning. Literacy action plans will feature the following:

The K-5 Humanities and grade 6-8 English Language Arts program foster a love of writing while instilling the foundational skills necessary to write successfully for formal and informal purposes. Students were given ample opportunities to demonstrate their understanding of text types and styles and the conventions of language. Writing included, but was not limited to: arguments with attention paid to valid reasoning and the use of supporting evidence; informative and explanatory texts; responses to literature; creative writing; and fiction and nonfiction narratives. Students were expected to produce writing in all genres that is organized; coherent; appropriate for the task, purpose, or the expected audience; and demonstrates an understanding of the conventions of academic English.

The elementary and middle school instructional leadership teams continued to ensure that instructional action plans for K-5 Humanities and 6-8 English Language Arts were coherent, fully implemented and adapted based on internal assessment results. Instructional leaders and content area consultants from the Lavinia Group (ELA and Math) and ANet, supervised by the Principals and Head of School, continued to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular instructional leadership team time at each school location was dedicated to ensuring that literacy action plans were coherent, and were having the desired impact on student learning. Literacy action plans featured the following:

- All K-2 students will receive weekly instruction using Foundations.
- All K-6 students will receive 30-40 minutes of guided reading instruction 2-3 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- MLLs in grades 6-8 will receive guided reading instruction to better address their needs.
- Close reading instruction will occur at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses that reflect their

comprehension across a variety of fiction and non-fiction texts. The Lavinia Group will continue to provide CACPCS with the texts for close reading throughout the school year.

- Structured word study and vocabulary instruction in all grades will continue to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas.
- Implementation fidelity will continue to be prioritized for reading interventions (e.g. Wilson Reading).
- CACPCS will continue its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, high-interest literature and more time during the instructional day for independent reading.
- Grades 3-8 will use novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in guided reading and close reading to classroom discussions, projects, and presentations.
- Learning and instruction for those students already meeting grade level standards will be supported by the implementation of learning centers and blended learning experiences using educational technology that prioritizes tools that allow the school to easily track students’ learning as they use these tools.
- Additional ELA action steps at different school levels:

Grades K-5	Grades 6-8
<ul style="list-style-type: none"> • Review Tier 3 scholars for grades exceeding 15% to note teacher and curricular needs • Review tier 3 scholars and ensure their interventions are appropriate, especially in grade 5. • Review Intervention for MLL scholars on 3rd grade, scholars did not perform as well as 4th and 5th grade scholars • Agree on what it means to be computer literate and begin to flesh out standards and practices as a school. 	<ul style="list-style-type: none"> • Teachers will employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards, especially for craft and structure in grades 6-8. Implementing Close Reading and Guided Reading across grades 6-8. And integrating culturally relevant and real-world connections. • Teach students how to use several research-based reading comprehension strategies through iReady - measuring individual student growth to identify specific instructional needs. • Teach reading comprehension strategies individually or in combination.

Grades K-5	Grades 6-8
	<ul style="list-style-type: none"> • Explain how to identify and connect the parts of narrative texts. • Develop discussion questions that require students do the majority of the cognitive lifting— thinking, explaining, making connections, addressing questions, etc.— during written work and discourse. • 8th Grade ELA instruction will aim at developing the students’ ability to think critically through integrating and balancing the various components of the curriculum. • Emphasis is on reading, writing, speaking, and listening skills. The overriding goal is to prepare students for high school and beyond in their understanding and use of the English language. • Students to think deeply about text. • Teachers ask follow-up questions to encourage and facilitate discussion. • Have students lead structured small-group discussions.

Utilizing results from interim assessments and practice tests, the Principals and Academic Deans will continue to conduct item analyses using ANet’s data review protocols to continue to support teachers in their daily lesson planning. In grades 6-8, there was a particular focus on the consistent implementation and review of formative (daily and weekly) and summative assessments at the end of units of study. These frequent reviews will further drive instruction and content/skills mastery while reinforcing teachers’ understanding of power and supporting standards. I-Ready will be used to support independent practice and reinforcement of certain skills and strategies in ELA for Grades 6-8.

Literacy will not be limited to Humanities or ELA classes at CACPCS. CACPCS elementary and middle school students will learn to read, write, speak, listen, and use language effectively in all content areas. Instruction in social studies, science, math, and the arts will place an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach will support the

building of new knowledge about a variety of subjects and will help students think critically about historical and current events, themes, and technical and scientific issues.

Students will also be expected to communicate clearly, effectively, and persuasively in the spoken language. Humanities and ELA instruction, as with all content courses, will include teacher-facilitated, collaborative discussions in the classroom. These discussions will require students to listen carefully to their peers and teachers in order to build upon expressed ideas. In addition to classroom conversations, learning experiences across content areas will require students to make oral presentations.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the 2022-23 school year CACPCS offered rigorous Math instruction designed to prepare students to meet or exceed the NYS NGLS in Math. CACPCS focused on solidifying its implementation of two curricula that have been in use at CACPCS for a relatively short period of time – Eureka Math (K-5) and Illustrative (Open Up) Mathematics Curriculum (6-8). The instructional leadership and consultants with ANet and the Lavinia Group have focused on helping teachers shift their practice to challenge students to meet the higher standards, thereby elevating Mathematics instruction and learning during the year.

The expectation is that the CACPCS elementary program lays a solid conceptual foundation for CACPCS's middle school to build upon. The middle school program provides students with a pathway to take higher-level Math courses in high school. The Math scope and sequence in each grade (K-8) reinforces the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, computational skills.

In 2022-23 the elementary school continued to utilize *Eureka Math*. *Eureka Math* was selected because of its alignment with NYS's NGLS in Math, its ease of implementation, the quality of the materials, and its focus on conceptual understandings rather than procedural knowledge. CACPCS continued the use of Number Stories (via the Lavinia Group) to teach students strategies for solving word problems, especially multi-step word problems which continued to be a challenge for CACPCS students on the

2022 NYS Math tests. The Grade 3-5 ANet assessment work allowed leaders to ensure the assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next to provide more clarity about what skills and concepts students had to master so the staff could more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.

In grades 6-8, CACPCS continued the transition from *Envision Math*¹⁴ in grades 6-8 to *Illustrative (Open Up) Mathematics Curriculum*, which was supported by a Math and STEM project-based approach to increase rigor and student engagement. *Open Up* more closely aligned with the NYS NGLS and, similar to the school's work in the elementary grades, the collaboration with both the Lavinia Group Math coach and the ANet coach provided teachers and leaders with strong direction around how to re-organize the sequence of concepts and skills to more effectively cover the concepts and skills assessed most frequently on the NYS exams. The ANet work in grades 6-8 also allowed leaders to ensure assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next. Teachers and leaders at the middle school continued to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They looked for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems and exit tickets.

Both the K-5 and 6-8 math curricula focused on the most commonly tested standards; reflected the thinking skills required across grades; linked to major topics within grades; and focused on conceptual understanding, procedural skill, fluency, and application with equal intensity.

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.

¹⁴ Envision Math:

https://www.savvas.com/index.cfm?locator=PS2x4w&PMDbSiteid=2781&PMDbSolutionid=6724&PMDbSubSolutionid=&PMDbCategoryid=806&&filter_423=24902

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	
3	73	3	1	1	0	0	0	0	73
4	75	3	0	1	0	0	0	0	75
5	64	2	4	1	0	0	0	0	71
6	44	3	0	0	0	0	0	0	67
7	51	2	0	0	0	0	0	0	56
8	38	1	4	4	0	0	0	0	47
All	345	14	9	56	0	0	0	0	389

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	73	50	68	58	43	74
4	75	44	59	54	35	65
5	64	40	63	49	34	69
6	44	17	39	33	12	36
7	51	27	53	35	15	34
8	38	31	82	36	29	81
All	345	209	61	265	168	63

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74	58	36.1	1295
4	65	54	29.2	1286
5	69	49	28.6	1373
6	36	33	21.0	1107
7	34	35	28.4	1228
8	81	36	30.4	1009
All	63	265	29.1	7298

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	86	52	N/A	N/A
4	85	55	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
5	91	64	N/A	N/A
6	80	40	N/A	N/A
7	88	53	N/A	N/A
8	76	79	N/A	N/A
All	85	56	N/A	N/A

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 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in Math: I-READY Math assessments for Grades 6-8 and Achievement Network (ANet) interim assessments in Math for Grades 2-8, word problem/story problem assessments. The charts below specifically provide results from the school’s use of I-READY assessment in Math (for grades 6-8) and ANet Math for Grades 3-8. This data was used to drive Math instructional plans as described above.

CACPCS’s use of I-READY for Math in Grades 6-8 revealed that most students showed some growth over the course of the school year (see TABLE B below). In 2023 CACPCS’s median percent progress to Annual Typical Growth of 3rd through 8th grade students was 223% (which exceeded the target in this area). Overall, student growth in Math was greatest for those students who began the school year furthest below grade-level and Students with Disabilities.

MATH I-READY

Table B. 2022-23 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	143	223%	YES

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	68	231%	YES
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁵	100% ¹⁶	26	105%	YES
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	101	22%	NO

End of Year Performance on 2022-23 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	11	43	14	28
7	11	51	6	31

¹⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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8	44	40	48	38
All	19	139	22	101

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	179	46
7	200	53
8	364	40
All	223	139

MATH – ACHIEVEMENT NETWORK

2022-23 ANet and NYSED MATH Test Results Comparative Analysis

During the previous charter period, CACPCS discovered that our internal assessments were not sufficiently aligned with the changes to NYS ELA standards at that time and did not assess students' mastery of certain standards at a rigorous enough level to be predictive of their performance on the NYS Math tests. To understand the predictiveness of the ANet Math assessments administered to Grade 3-8 students during the 2022-23 school year, CACPCS conducted an analysis to compare scholars' performance outcomes on the NYS Math tests at Grades 3-8 against CACPCS's internal assessment - ANet.

This comparative analysis was completed after the release of updated NYS Performance Level thresholds while ANet's performance levels remained constant on their platform between 2022 to 2023. Therefore, overall rates of **Equal** ANet and NYS ELA performance levels or **More Rigorous** (or lower) ANet performance levels than NYS Math performance levels were likely to have increased compared to the previous school year given the change in NYS Math standards, cut scores and performance levels in 2023.

The methodology used for this comparative analysis between 2022-23 ANet assessment results and NYS Math test results is described below:

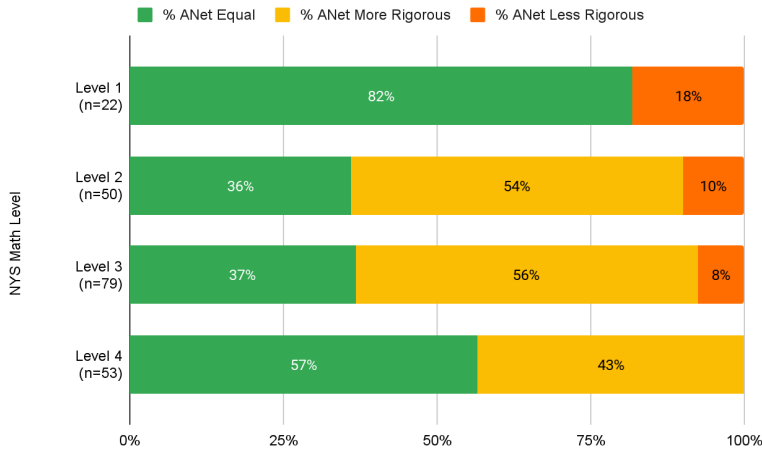
- Scholars within the sample size met the following criteria:
 - Enrolled in CACPCS as of June 2023
 - Completed at least 2 ANet Assessments
 - Completed at least 1 NYS subject exam.

- ANet Levels were determined by averaging each scholar's ANet interim assessments and comparing it to the ANet Cut Scores table.
 - ANet Cut Scores are an approximation of the Math performance level thresholds for each grade.
- The comparative analysis was conducted based on the scholar's *average* ANet level and their 2023 NYS performance level.
- Scholars were categorized into 3 groups, based on their ANet Level:
 - ANet average performance level is equal to the 2023 NYS Math test performance level → ANet was **Equal**.
 - ANet average performance level is less than the 2023 NYS Math test performance level → ANet was **More Rigorous**.
 - ANet average performance level is greater than the 2023 NYS Math test performance level → ANet was **Less Rigorous**.
- Higher rates of "**Equal**" or "**More Rigorous**" results are considered more favorable.
 - This indicates that scholars scored the same (equal) or a higher (more rigorous) performance level on the actual NYS exam.
- Higher rates of "**Less Rigorous**" results are considered less favorable.
 - This indicates that students scored a lower performance level on the actual NYS Exam.

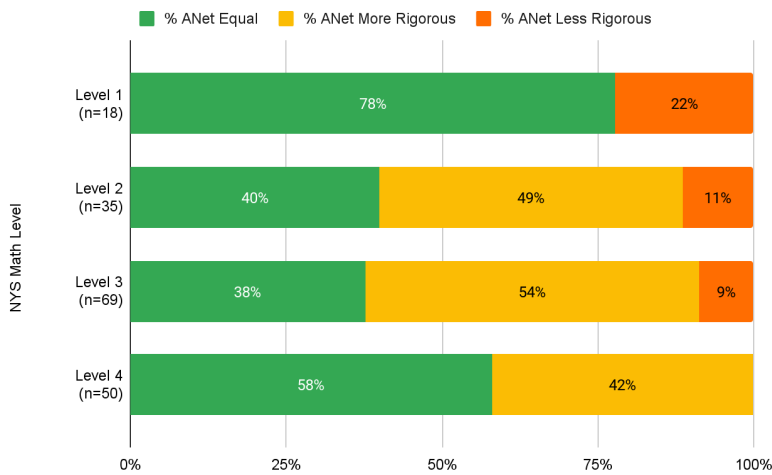
2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

3-5 Math ANet Rigor by NYS Performance Levels, 2+ Years and Grade Levels

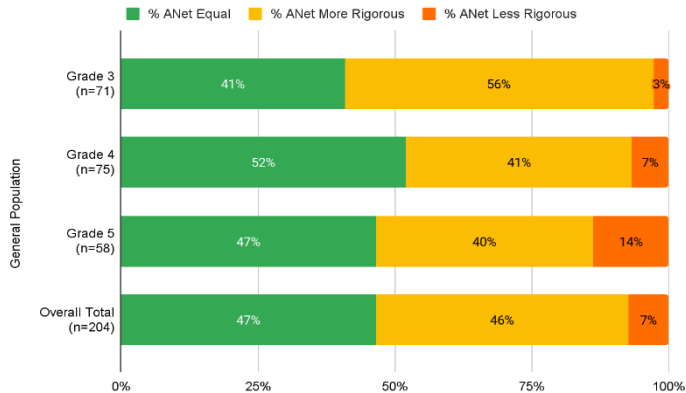
Distribution of ANet Rigor by NYS Levels



Distribution of ANet Rigor by NYS Levels - 2+ Years



Distribution of ANet Rigor by Grade Levels



Rigor by Performance Level

In Grades 3-5 ANet Math assessment results were sufficiently rigorous across all performance levels, but was most predictive of a student's NYS Math test performance level for those students at ANet Performance Level 1. The higher the student's ANet average performance level, the more likely their NYS Math test score level would be equal to or less than their ANet performance level, indicating that the ANet assessments were more rigorous than the NYS Math test for their grade level at all performance levels except Level 1 where it was most predictive but that also included the most (18%) students whose ANet scores were higher than their NYS Math test performance level. ANet was least predictive (though still rigorous) at Levels 2 and 3.

Rigor by 2+ Years

The same trends were evident as described above when this analysis was conducted for students who had been enrolled in CACPCS two or more years. ANet assessment results were most predictive at Level 1 for 2+ Year students.

Rigor by Grade Level

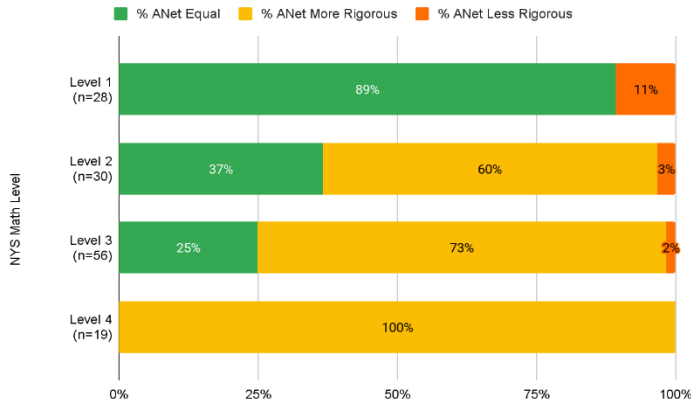
ANet Math assessments were rigorous across all Grades and most predictive of NYS Math performance in Grades 4 and least predictive at Grades 3 (although sufficiently rigorous).

The analysis of rigor at Grades 3-5 indicates the greatest need to re-assess the performance level set internally for Levels 2 and 3 on ANet and to re-visit the Grade 3 ANet performance levels to better predict NYS Math performance.

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6-8 MATH ANet Rigor by NYS Performance Levels, 2+Years and Grade Levels

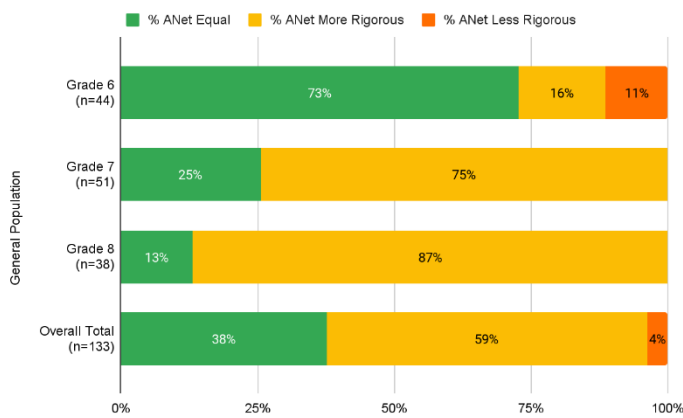
Distribution of ANet Rigor by NYS Levels



Distribution of ANet Rigor by NYS Levels - 2+ Years



Distribution of ANet Rigor by Grade Levels



Rigor by Performance Level

In Grades 6-8 ANet MATH assessment results were sufficiently rigorous across all performance levels, but was most predictive of a student’s NYS Math test performance level for those students at ANet Performance Level 1. The higher the student’s ANet average performance level, the more likely their NYS Math test score level would be less than their ANet performance level, indicating that the ANet assessments were more rigorous than the NYS Math test for their grade level at all performance levels except Level 1.

Rigor by 2+ Years

The same trends were evident as described above when this analysis was conducted for students who had been enrolled in CACPCS two or more years. ANet assessment results were most predictive at Level 1 for 2+Year students.

Rigor by Grade Level

ANet Math assessments were rigorous across all Grades and most predictive of NYS Math performance at Grade 6 and least predictive at Grades 8 (although sufficiently rigorous).

The analysis of rigor at Grades 6-8 indicates the greatest need to re-assess the performance level set internally for Levels 2-4 on ANet and to re-visit the Grade 8 ANet performance levels to better predict NYS Math performance. Additionally, given the underperformance of Grade 6 on the NYS Math test, a deeper analysis will need to be done on follow-up strategies for those students who performed at Level 1 on ANet assessments in order to move those students more quickly to proficiency. Many of them assessed at Level 1 and remained there during the year.

SUMMARY OF THE MATHEMATICS GOAL

During the 2022-23 school year, CACPCS met one of the two Math goals CACPCS was required to report on at the time of this submission. Those students enrolled in at least their second year at CACPCS outperformed students in the same tested grades in CSD 12 at all grade levels in Math. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year performed at proficiency in Math, Grade 8 exceeded this goal and Grade 3 came within 1 percentage point of this goal. There was growth at several grade levels in the percentage of students enrolled for at least two years who did demonstrate proficiency including: in Grade 3(+15),Grade5(+24), Grade 6 (+22), Grade 7(+25) and Grade 8 (+59).

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.	NO
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.	YES
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.	N/A
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

While CACPCS only met one of the two Math goals CACPCS was required to report on at the time of this submission, overall CACPCS’s performance in Math improved by nearly 25.5 percentage points in 2023. CACPCS also outperformed NYC in Math in every Grade except Grade 6. Across Grades 3-8 the percent of CACPCS’s Students with Disabilities who met or exceeded proficiency in Math was 39% compared with 24% across NYC. Across Grades 3-8 the percent of CACPCS Multilingual Learners who met or exceeded proficiency in ELA was 50% compared with 22% across NYC.

CACPCS's overall educational program contributed to the gains and growth in Math shown in the previous charts. Specifically, the school's four priorities¹⁷ described at the beginning of this report, create the conditions for a school-wide focus on Math instruction that is conducive for CACPCS's students and teachers.

Additionally, these results were also supported by CACPCS's Math curriculum choices, the use of ANet and i-Ready assessments, Math professional development, teacher coaching and leveraging the school's co-teaching model to create more opportunities for differentiated instruction and small group instruction in Math. Finally, CACPCS's school-wide focus on student engagement, teacher and student goal-setting, strong progress monitoring, reviews of student work and regular opportunities for teachers to receive feedback from leaders and for students to receive feedback from teachers also contributed to the Math results described earlier in this report.

Grade 6 underperformed expectations on the NYS ELA test given their performance on internal assessments. The CACPCS instructional leadership team will need to identify the remaining gaps in curriculum, assessments, instructional practices or staff development that contributed to this lack of performance in Math at 6th Grade, and, in particular the lack of growth for those 6th graders who began the year at Level 1 and tested at Level 1 at the end of the year.

As CACPCS continues to strengthen its curriculum choices, instructional practices, use of assessment data, implementation of academic interventions, and strategies to support Students with Disabilities, the school fully expects to ultimately achieve all of its English language arts goals.

MATHEMATICS ACTION PLAN

During the 2023-24 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-8 math are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals, instructional leaders and content area consultants from the Lavinia Group (ELA and Math), and ANet will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular instructional leadership team time at each location will be dedicated to ensuring that Math instructional plans

¹⁷ (1)ensuring strong leadership, instruction, and curriculum; (2) improving internal data systems in support of assessment;(3)developing and retaining high-quality teachers and leaders; and (4)continuing implementation of comprehensive student supports that lead to sustained student success

are coherent, and that they are having the desired impact on student learning. Key action items in Mathematics during the 2023-24 school year include the following:

- CACPCS plans to solidify its implementation of two curricula that have been in use at CACPCS for a relatively short period of time – *Eureka Math* (K-5) and *Open Up Math* (6-8). The instructional leadership and consultants from ANet and the Lavinia Group will continue helping teachers shift their practice to challenge students to meet the higher standards embedded in these curricula.
- Both the K-5 and 6-8 math curricula will focus on the most commonly tested standards; reflect the thinking skills required across grades; link to major topics within grades; and focus on conceptual understanding, procedural skill, fluency, and application with equal intensity.
- The math scope and sequence for all grades K-8 will reinforce the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, and computational skills for improved vertical alignment.
- Leaders and teachers will work together to ensure assessments more closely track the specific concepts and skills taught from one interim assessment to the next. This will provide more clarity about what skills and concepts students have to master so the staff can more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.
- Teachers and leaders at the middle school will continue to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They will look for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems.
- Math Intellectual Preparation meetings at the middle school will continue to provide math teachers with opportunities to unpack standards and share instructional strategies.
- Teacher coaching and professional development will continue to help teachers develop their repertoire of math instructional strategies across the entire school.
- Students at all grade levels will be provided with opportunities for additional support in Math to address any missed concepts or learning loss (i.e. strategic small group instruction, after school tutoring, etc.).

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Grades K-5	Grades 6-8
<ul style="list-style-type: none"> • Review Tier 3 scholars for grades exceeding 15% to note teacher and curricular needs • Review tier 3 scholars and ensure their interventions are appropriate, especially in grade 5. • Review Intervention for MLL scholars on 3rd grade, scholars did not perform as well as 4th and 5th grade scholars • Agree on what it means to be computer literate and begin to flesh out standards and practices as a school. 	<ul style="list-style-type: none"> • Teachers will employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards, especially for craft and structure in grades 6-8. Implementing Close Reading and Guided Reading across grades 6-8. And integrating culturally relevant and real-world connections. • Teach students how to use several research-based reading comprehension strategies through iReady - measuring individual student growth to identify specific instructional needs. • Teach reading comprehension strategies individually or in combination. • Explain how to identify and connect the parts of narrative texts. • Develop discussion questions that require students do the majority of the cognitive lifting— thinking, explaining, making connections, addressing questions, etc.— during written work and discourse. • 8th Grade ELA instruction will aim at developing the students’ ability to think critically through integrating and balancing the various components of the curriculum. • Emphasis is on reading, writing, speaking, and listening skills. The overriding goal is to prepare students for high school and beyond in their understanding and use of the English language. • Students to think deeply about text. • Teachers ask follow-up questions to encourage and facilitate discussion. • Have students lead structured small-group discussions.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

Science (K-8)

CACPCS continued to use the *Amplify Science* curriculum in grades 4-8 supplemented with experiments and performance-based laboratory investigations to ensure a blended and interactive Science curriculum. *Amplify Science*, a phenomena-based science curriculum blends experimentation, literacy-rich activities and the use of digital tools to require students to think, read, write and argue.

Amplify's textbooks and digital materials are high-quality and engaging, and Science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement with the content. CACPCS's departmentalized structure also allows students to receive instruction from teachers who are confident and passionate about the material. The co-teaching model allows Science teachers to work together to plan and deliver classroom lessons and lab experiments that allow students to acquire new content knowledge through a combination of mini-lessons and experimentation, which has been found to be effective.

All students in grades K-8 had weekly access to classroom-based and laboratory science experiences. A K-8 Science learning priority was the integration of scientific concepts and texts into reading instruction. Teachers administer Science assessments, analyze results, and adjust instruction to ensure scholars are provided with the support needed to demonstrate mastery of the Science standards.

At the elementary school, Science focused on implementation of "Scientific Transferable Takeaways" to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them). Students in grades K-3 engaged in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts. Students in grades 4-5 had weekly hands-on labs that taught technical and thinking skills that scientists use to solve problems and learn about the world. The grade 4-5 Science teachers continued to work on incorporating transferable questions for informational texts when students are reading in class. During

the 2022-23 school year, CACPCS engaged a Science curriculum consultant to refine and re-organize the grade 4-5 curriculum units and materials to better support the elementary school's approach to Science instruction.

CACPCS's approach to Science curriculum and instruction in the middle school continued to align with the Next Generation Science Standards ("NGSS") and capitalized on the passion for the subject that has been instilled in them during the K-5 years. During the 2022-23 school year, CACPCS engaged a Science curriculum consultant to refine and re-organize the grade 6-8 curriculum units and materials to better support the middle school's approach to Science instruction. Teachers in grades 6-8 continued to focus on the delivery of high quality and consistent Science instruction that featured literacy integration. Implementation was monitored through fidelity checkpoints via lesson plan reviews, learning walks and observations, weekly content and cohort common/collaborative planning sessions, and data reviews. Teachers studied grade-level NGSS standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy, argumentation skills, scientific inquiry, and processing skills, and provide students with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities. The goal was to engage students in focused and coherent learning experiences that bridged their prior knowledge with age-appropriate tasks that continued to increase their knowledge and skills. Science "practicals" were one of the fundamental tools used to enable students to demonstrate their learning. The Science team continued to build on student work review and data analysis protocols developed during previous years. Practice Science exams were utilized to prepare grade 4 and grade 8 students for NYS Science written and performance tests.

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 8th grade in Spring of 2023. The table below summarizes the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	38	23	60
All	38	23	60

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 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	38	23	60	N/A	N/A	N/A
All	38	23	60	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan 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.	NO
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

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The 8th Grade NYS Science exam results reflect a new baseline for CACPCS in this area given the shift in standards. While performance was lower than expected, the strength of the curriculum and the continued focus on teacher development and assessment in this area will continue to be a focus.

ACTION PLAN

The goal of science teaching and learning at CACPCS will be to engage students in focused and coherent learning experiences that bridge their prior knowledge with age-appropriate tasks that continue to increase their knowledge and skills. To ensure CACPCS students continue to make strong progress and achieve at high levels in science, CACPCS identified the following priorities for the 2021-22 school year.

- 1) Science at CACPCS will continue to focus on implementation of “Scientific Transferable Takeaways” to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them).
- 2) Students in grades K-3 will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.
- 3) Students in grades 4-5 will have weekly hands-on labs that teach technical and thinking skills that scientists use to solve problems and learn about the world. Grade 4-5 science teachers will continue to work on incorporating transferable questions for informational texts when students are reading in class.
- 4) Elementary school Science teachers will continue to receive curriculum development support and instructional coaching from Beyond the Peak, a Science consultant.
- 5) CACPCS’s approach to Science curriculum and instruction in the middle school will continue to be aligned with the Next Generation Science Standards.
- 6) Teachers in grades 6-8 will continue to focus on the delivery of high quality and consistent Science instruction that features literacy integration.
- 7) Middle school science plan implementation will be monitored through fidelity checkpoints via lesson plan reviews, learning walks and observations, weekly content and cohort common/collaborative planning sessions, and data reviews.

- 8) Middle school Science teachers will study grade-level Next Generation Science Standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy, argumentation skills, scientific inquiry, and processing skills, and provide students with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities.
- 9) Science “practicals” will be one of the fundamental tools used to enable middle school students to demonstrate their learning. The Science team will continue to build on student work review and data analysis protocols developed during the 2023-24 school year.
- 10) Practice science exams will be utilized to prepare grade 4 and grade 8 students for NYS science written and performance tests.

GOAL 4: ESSA

ESSA Measure 1

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

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
2020-21	GOOD STANDING
2021-22	GOOD STANDING
2022-23	GOOD STANDING