



**Community Partnership  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Derrick Dunlap (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Rebecca Baneman	Vice Chair	Executive, Legal, Finance
Amy Kolz	Secretary	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Legal; Academic
Sharon Madison	Executive Committee Member at Large	Nominating; Finance
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance
Patricia Stallings	Trustee	Legal

**Derrick Dunlap has served as the Lower School Principal since 2018.**

**Janna Tsimprea has served as Middle School Principal since July 2019.**

## SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

### Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community
- A partnership with Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

In 2022-23 we continued our afterschool academic and enrichment programs, as well as in person Saturday Academy. Additionally, our schools offered students a robust 22-day summer academic and enrichment program through the Summer Boost partnership with Bloomberg Philanthropies.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	34	41	52	46	49	43	31	36	47					379
2021-22	40	34	46	53	41	51	50	42	40					398
2022-23	35	38	30	43	44	34	51	51	45					371

## GOAL 1: ENGLISH LANGUAGE ARTS

CPCS students will become proficient readers and writers of the English language.

### LOWER SCHOOL BACKGROUND

During the 2022-23 school year, we fully transitioned to implementing Fishtank Learning as our core ELA curriculum. The authentic and culturally relevant texts from Fishtank Learning proved to support literacy standards and develop a love for reading. The Lower School continued to utilize Lucy Calkins’ Units of Study in Opinion, Information, and Narrative Writing for Writing, and Success for All KinderPhonics and Fast-Track Phonics programs for Phonics. All teachers continued to receive training and coaching for these programs during our Summer Institute days in August, and throughout the school year to deepen their understanding of the core curricula, especially Fishtank Learning.

The schedules developed at the Lower School continue to devote between 180-225 minutes of literacy instruction per day. This includes one 45-minute block of English Language Arts (ELA), one 45-minute block of guided reading, one 45-minute block of Writing, and one 45-minute block of Phonics for scholars in kindergarten and first grade. The additional literacy instruction blocks per week included a double dose of guided reading (1-2 times per week in grades K-5), and response to literature (3-5 times per week in grades 2-5) during which teachers engaged scholars in close reading of a text.

The first block of ELA instruction is whole group instruction that focuses on developing and tracking a big idea using thinking frames for each new text read, and comprehension skills and strategies outlined by the Fishtank Learning objectives. Through Fishtank Learning, teachers engage scholars in reading texts from a variety of culturally relevant and diverse texts from different genres while utilizing their thinking frames. Thinking frames are a series of questions that scholars should be asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars rigorous text-dependent questions to lead scholars to establish a big idea, or deeper understanding of the text using the thinking frames. Teachers used the gradual release of the responsibility model to scaffold instruction by first modeling for scholars using think aloud, then guiding scholars’ practice, and finally moving to independent practice. The target tasks embedded in the ELA Fishtank Learning curriculum assist in vertical alignment by exposing and requiring students in grades K

and 1 to engage in text-dependent written responses, which provides additional time and support for grades 2-5 in preparation for the type of writing required on the New York State English Language Arts test.

Scholars in kindergarten and first grade engage in phonics instruction everyday for 45 minutes. During this block, teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. This program was also used as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation. Phonics instruction also continued for our struggling readers in grades K-5 utilizing the Orton-Gillingham methodology as a reading intervention approach. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling.

The second block of ELA instruction is focused on guided reading for 45 minutes. Guided reading as an instructional approach allows our scholars to receive differentiated small group instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in in-depth text discussions and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers also continued to implement a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to address areas of development for scholars.

Teachers continued to utilize Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing, and the writing workshop model in grades K-5 for process genre writing. Through this curriculum, scholars explore the writing process by writing in different genres. Scholars engaged in genre writing for 45 minutes per day three or four days a week. Additionally, scholars in grades 2-5 engaged in response to literature or close reading 3-5 times per week. During this block, scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. Close reading during response to literature, provides additional time and support for grades 2-5 in preparation for the type of writing required on the New York State English Language Arts test.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 3-5 students were assessed using the i-ready reading diagnostic assessment in the fall, winter, and spring. Kindergarten and 1st grade students were assessed using the phonics curriculum assessments throughout the school year and a sight word assessment at the beginning of the year. Students continued to be assessed using the Fountas & Pinnell Benchmark Assessment System in the fall (or first entry week of in-person learning), winter and spring. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction for guided reading instruction on a scholar's ability to infer meaning, synthesize information,

respond to the author's craft, understand complex plots and use background information to interpret texts. Teachers continued to assess scholars utilizing the curriculum lesson assessments and informal data taken from student work samples. Throughout a lesson, teachers also assessed informally through checks for understanding questions and various opportunities to respond to ensure that the majority of scholars were engaged in answering the questions posed and student misconceptions could be addressed more immediately.

Our after school, and Saturday programs continued this year to support the literacy needs of scholars. The ELA academic after school program supports scholars in grades 3-5 with the development of their literacy skills using a standards-based approach. This program runs from 4:00pm-5:30pm one day per week. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program runs January-March and provides each grade level with 120 minutes of instruction per session. With these programs, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for 23 days utilizing the ELA Fishtank curriculum and in rising 1st through 5th grade pre and post assessments developed by the Lavina group. During this program, scholars received 90-105 minutes of instruction. For rising kindergarten and rising 1st grade scholars this included 30 minutes of phonics instruction, 45 minutes of whole group reading comprehension instruction, and 30 minutes of guided reading. For grades rising 2-5 this included 45 minutes of whole group ELA instruction, and 45 minutes of guided reading instruction. Select scholars in rising 3rd and 4th grade received 30 minutes of small group phonics instruction daily utilizing the Orton-Gillingham approach to reading.

We continued our focus on teacher professional development and building teacher content knowledge in literacy this year. We continued our literacy committee of teachers to discuss topics pertaining to literacy, vertical alignment, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We continued utilizing our consultant Jaime White from Capacity Rise LLC, to engage teachers in continued professional development and coaching in big idea, transferable takeaways, and questioning strategies for literacy instruction. As we transitioned to Fishtank Learning as our core ELA curriculum, all teachers attended professional learning to continue learning about the components of the curriculum and how to implement it. With the shift to more text discussion during ELA, the literacy committee participated in a book study using "Hands Down, Speak Out: Listening and Talking Across Literacy and Math" by Kassia Omohundro Wedekind and Christy Hermann Thompson, which focuses on student-centered discussion techniques.

### MIDDLE SCHOOL BACKGROUND

During the 2022-23 school year, our English Language Arts department put a large emphasis on working to close any gaps in student understanding and knowledge as we move beyond the COVID-19 pandemic. We implemented three curriculums in grades 6-8th: Match Fishtank, Classical Roots and The Writing Revolution.

Match Fishtank is used as our primary curriculum for English Language Arts instruction at CPCS Middle School. During ELA lessons, students are taught using a diverse set of texts, and are assessed through short and frequent assessments. Literacy instruction through the use of novel studies allowed students access to full, authentic texts alongside shorter passages as well. The Match Fishtank curriculum is designed for holistic instruction—inclusive of reading, writing and speaking standards.

We continued our use of the Classical Roots curriculum for vocabulary. This is in addition to, and separate from, the text-based vocabulary instruction in the Match Fishtank curriculum. At the Middle School level, it is crucial for our students to develop their authentic voices. Students were also instructed in Latin roots to support them in making meaning of unfamiliar vocabulary words—therefore aiding their reading comprehension.

For our writing instruction, we use The Writing Revolution curriculum. This allows students to cultivate both their technical skills, their structure and the content of their writing. Our students primarily focus on expository and persuasive writing through the Match Fishtank curriculum. With the supplementation of The Writing Revolution, students are able to dive deeper into narrative, descriptive and creative writing as well.

Lastly, we continued to implement the online platforms iReady and Lightsail, not solely for assessing students but also as an instructional tool and supplemental support. Both programs target students at their precise level and work to finish teaching skills from prior school years that students have not yet mastered.

With regards to assessment, we continued our model of using iReady, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam. This is in order to maintain accuracy with regards to students' mastery and gain an understanding of learning gaps. Teachers were able to use data taken from the SAFE Exams and compare them with other collected data (such as daily exit tickets, unit assessments, Mock State Exams, etc.) to specifically identify student needs, and then taper instruction to combat specific student deficiencies.

At the middle school, through the understanding of specific students' gaps in mastery, teachers continue to provide standard/skill-based instruction, as well as supplemental instruction through I-Ready. I-Ready instruction allowed teachers to provide instruction on standards that were on and below grade level. Teachers sought to fill any gaps, push student growth in order to achieve grade level mastery. Listed below are the final placement for students in 2023, with 41 students scoring either mid or above grade level.

At CPCS Middle School, we ensure that teachers have frequent access to Professional Development to hone their instructional skills and to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers also engage in one-on-one meetings with their coach every week. Lastly, teachers meet as an ELA department bi-weekly to work on group and individual goals. An

example of an individual goal may include methods of teaching a particular standard. Meetings as an ELA department typically involve strategies to enhance teaching curriculum, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses. In addition to the coaching provided by the instructional leadership team, external educational coaches and consultants support teachers in continuously improving their skills. At the end of this school year, 100% of our English Language Arts teachers opted to loop up with their cohort to the next grade. In doing this, we anticipate a seamless transition and little interruption to each child's individual academic journey.

This year we expanded upon both our school library and our individual classroom libraries. We added an estimate of 500 new books for our students to read and 15 new magazine subscriptions. Students are encouraged to self-select independent reading books that are of interest to them. Our teachers and staff support children in finding books that are a good fit for them—taking into account their reading level, interests and preferred genre. Students are invited to advocate for the inclusion of books that pique their interest. Additionally, we digitized our entire school library this year so that students are able to check their library accounts and search for books, no matter their current location.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL /IEP	Admin error	Medically excused	Other reason	
3	35	1	5		0	0	1	42
4	37	1	5		0	0	0	43
5	27	2	1		0	0	0	30
6	41	1	9		0	0	0	51
7	43	0	9		0	0	0	52
8	42	0	2		0	0	0	44
All	225	5	31		0	0	1	262

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### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	35	28	80%	34	28	82%
4	37	28	76%	34	27	79%
5	27	21	78%	25	19	76%
6	41	20	49%	30	16	53%
7	43	21	49%	38	20	53%
8	42	27	64%	35	24	69%
All	225	145	64%	196	134	68%

#### **ELA Measure 2 - Absolute**

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

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

#### **ELA Measure 3 - Comparative**

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

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

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### 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 <sup>nd</sup> Year		All District 13 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82%	34	61%	745
4	79%	34	61%	803
5	76%	25	55%	797
6	53%	30	47%	518
7	53%	38	54%	510
8	69%	35	57%	486
All	68%	196	56%	3859

#### 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.<sup>3</sup>

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

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### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	86.8	86.8	33.9	2.70
4	87.8	78.8	28.3	2.96
5	86.3	48.8	25.7	1.38
6	94.0	47.6	43.3	0.27
7	83.3	61.5	38.7	1.23
8	87.5	37.1	40.6	-0.19
All	88.0	59.5	35.0	1.37

#### 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 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

As evidenced in the i-Ready tables below, the school’s median percent progress toward Annual Typical Growth (ATG) in 3<sup>rd</sup> through 8<sup>th</sup> grade students end of year (EOY) is 160.5%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more levels below grade level in the fall calculated to 158% on the spring i-Ready in ELA.

The Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities did not exceed the ATG in ELA of all students with a median percent progress of 115% to 180%, thus falling short on this measure. In 2022-23, the school did not meet the target of 75% of all students enrolled in at least their second-year

<sup>4</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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scale score at the Mid or Above Grade Level on the year-end assessment. 25% of students in this group scored at Mid or Above Grade Level.

### ELA I-READY

#### 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	252	160.5%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	125	158%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	180%	53	115%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	217	25%	No

#### 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	38.46%	39	40.54%	37
4	29.27%	41	28.95%	38
5	25.00%	28	22.22%	27
6	30.61%	49	26.47%	34
7	19.23%	52	22.22%	45
8	13.95%	43	11.11%	36
All	25.79%	252	25.35%	217

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

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	39
4	145%	41
5	115%	28
6	253%	49
7	221%	52
8	161%	43
All	160.5%	252

### SUMMARY OF THE ELA GOAL

The charter school met two of the three English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

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.	Not Achieved
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.	Achieved
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.	Achieved
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

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - The charter school did meet this measure. Overall, 68% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 82% and 79% scoring at levels 3 and 4 respectively. 6th and 7th grades performed below our average, each at 53%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - The charter school did meet this measure with 68% proficient compared to the district's 56% overall in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did meet this measure, having an effect size of 1.37.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
  - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students was greater than 100%.

### LOWER SCHOOL ACTION PLAN

- Continue to implement the Fishtank Learning ELA curriculum during the whole group ELA block with a focus on including a strong think aloud
- Implement the Fishtank Learning curriculum for process/genre writing instruction following the newly establishing curriculum map
- Continue the focus of instruction on responding to texts with constructed response writing through the target task writing embedded into the Fishtank Learning ELA curriculum, and additional close reading/response to literature writing blocks in grades 2-5
- Utilize one block per week of close reading/response to literature in grades 2-5 to engage scholars in close reading of poetry texts to continue exposure to genres that are not as prevalent in core curricula
- Responding to the 2022-23 I-Ready Reading Assessment by bringing a greater focus to vocabulary instruction, comprehension of informational text, and comprehension of literature through increased frequency of response to literature blocks.
- Provide keyboarding and typing support to students in 5th grade, as a center during guided reading, as they gear up to engage in computer-based testing for the New York State English Language Arts Assessment

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- Continue execution of Success for All's KinderPhonics and Fast-Track Phonics programs for grades K and 1
- Implementation of sight word instruction using orthographic mapping in kindergarten and 1st grade writing blocks
- Continue utilizing the close reading strategy of thinking frames and big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue usage of transferable takeaways across literacy, so scholars have an understanding of what they are learning today and how it applies to their reading and writing in the future
- Continue implementation of guided reading (K-5), guided reading double dose (K-5), ELA Academic Afterschool (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- Continue to create multiple opportunities for student response and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (K-5), Fishtank quizzes and content assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures and literacy committee to promote vertical alignment of literacy skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Continue to provide targeted literacy instruction and English Language proficiency support to our at-risk students through our ELL teacher, Reading Specialist and Special Education/Student Supports team
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially communication of clear content expectations to students through think alouds, questioning strategies and increasing engagement with opportunities for student response
- Increase the number of staff members able to provide multisensory reading instruction to struggling readers by providing additional teaching staff with professional development to learn the Orton-Gillingham approach to reading and writing
- Incorporate cross-content collaboration by utilizing our specialist teachers (art, music, physical education, character education, and science) to collaborate with classroom teachers to create projects that align with select ELA Fishtank Learning units
- Create more opportunities for learning experiences outside of the classroom through field trips that align with the ELA Fishtank curriculum

### MIDDLE SCHOOL ACTION PLAN

- continue to keep our class sizes small (averaging 15-17 students per class) with roughly half of our classes being co-taught by two teachers. This level of individualized attention and

support allows us to customize and taper each child's learning experience. We are able to target student needs, not only in small groups, but individually as well.

- continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state. Data will be collected daily through exit tickets, weekly through SAFE quizzes, ~monthly through unit exams and ~quarterly through mock exams or iReady progress monitoring.
  
- Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. In addition, 100% of our ELA teachers will be looping up with their current cohort of students. This will better-ensure uninterrupted instruction on each child's individual path of learning. Teachers will continue to leverage students' strengths and identify areas in need of support through instruction that uses a tiered approach that targets vocabulary, grade level standards, literacy, and writing.
  - Vocabulary instruction through the use of Latin roots and decoding strategies to help improve literacy and critical thinking.
  - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
  - Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
  - Writing instruction will be implemented using The Writing Revolution, a program to increase student proficiency specifically in writing , and helping them master grade level standards.
  - Targeted academic deficiencies through the use of review activities and IReady to allow students to gain support based on their level and pacing.
  
- Maintaining an "everyone reads approach" with whole school novel and guest author speakers to increase student engagement in literacy
  
- Continued use of online platforms such as I-ready will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
  
- Lastly, teachers will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

## GOAL 2: MATHEMATICS

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

### LOWER SCHOOL BACKGROUND

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2022-2023 school year marked our 9th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of Math through hands-on learning and visuals, which allow for each scholar's understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our Summer Institute days in August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources by Kim Sutton Creative Mathematics to increase fluency and number sense that enhances the curriculum, support instructional objectives, and develop a love for mathematics. *Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

The schedules developed at the lower school devote 90 minutes of mathematics instruction per day with an additional 90 minutes of intervention each week. This includes two 45-minute blocks of math for grades K-5 daily, one of which provides students with small group instruction to meet the different needs of scholars in the class. Additionally, scholars in grades 3-5 receive one 45-minute block of math constructed response once a week. Teachers use the gradual release of responsibility model of instruction, which gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a "do now" activity that is a spiral review, and a mental math activity. The block then flows into a whole group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

The second block of math is small group instruction focused on differentiating instruction. Small groups of instruction are divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. These small groups are based around data intake from the math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to combat learning loss and address areas of development for scholars as well as strengthen number sense. Teachers also implemented a 45-minute math

extended/constructed response block once a week in grades K-5. During which scholars explore math constructed response questions and learned the attributes of effective responses. This is an opportunity for scholars to engage in responses that are revealed in complete thoughts/sentences, make sense, can stand alone with question reference, and include the solve, diagram, and explain components.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 3-5 students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our After School and Saturday program continued in-person to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for Math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery. The After School program targeted scholars who needed additional reteach and enrichment mathematical skill and strategies.

We also continued our Summer Program this year, which ran for four weeks from July 5th to August 4th using Math in Focus curriculum and pre and post assessment developed by the Lavina group. During this program, scholars received mathematics instruction for 90 minutes daily. All scholars received 70 minutes of whole-group Math instruction each day and each scholar received an additional 20 minutes of instruction at least once per day for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 30 minutes were broken up into 10 minutes of pre-lesson Math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided practice), 20 minutes for independent practice with teacher feedback, and 20 minutes of small group instruction with differentiated Math center activities. Teachers in grades K-5 utilized smaller groups to allow for more individualized feedback.

A main focus for CPCS Lower School this year was teacher professional development and continuing to deepen teacher content knowledge, especially around chapters and skills that we struggled with schoolwide. We have continued with our Math committee of teachers this year to discuss topics pertaining to Mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We continue utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development in two identified topics that teachers wanted to build their content knowledge in. Kindergarten and first grade teachers increased their knowledge of counting and cardinality and adding and subtracting to 20. Teachers in grades 2-3 increased their content knowledge of fractions and word problems. Our focus centered around developing more understanding in these two Domains of Numbers and Operations as well as Measurements and Data. Finally, teachers in grades 4-5 increased their content knowledge in angles and area of a triangle and other skills centered in the Domain of Geometry. All teachers received approximately 12 hours of professional development in Math this school year.

## MIDDLE SCHOOL BACKGROUND

In the Middle School for the 2022-2023 year, the math department taught Match Fishtank for all grades, 6-8. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank, middle school staff effectively supported scholars in mastering grade level standards. CPCSMS used the I-Ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and the end of the school year to measure growth.

In Grade 6, instructional time is focused on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division and fractions and extending the notion of numbers to the system of rational numbers which includes negative numbers; (3) writing, interpreting and using expressions and equations; (4) developing understanding of statistical relationships and thinking; (5) retention of fifth grade standards that align with sixth grade.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instruction time was focused on using DeltaMath as a tool to encourage student's ownership over their learning.

### **Gradual Release Model**

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using Match Fishtank materials and 30 minutes of differentiation that ranged from gamification instruction such as Prodigy and/or Blooket or iReady supplemental resources.

**Small Group Instruction**

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small close-knit community for students outside the classroom where their needs are similar. We differentiate instruction by working in small groups which allows teachers to break down the lesson into smaller steps for students that learn in different capacities. Teachers provide extension activities for those who are accelerated as well. In addition, teachers work with students in small groups to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

**ELEMENTARY AND MIDDLE MATHEMATICS**

**Math Measure 1 - Absolute**

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

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

2022-23 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	36	1	4		0	0	1		42
4	37	1	5		0	0	0		43
5	27	2	1		0	0	0		30
6	38	0	13		0	0	0		51
7	39	1	11		0	0	1		52
8	39	0	5		0	0	0		44
All	216	5	39	0	0	0	2	0	262

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	36	33	92%	35	32	91%
4	37	30	81%	34	28	82%
5	27	22	81%	25	20	80%
6	38	28	74%	27	17	63%
7	39	29	74%	36	29	81%
8	39	29	74%	33	26	79%
All	216	171	79%	190	152	80%

#### **Math Measure 2 - Absolute**

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

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

#### **Math Measure 3 - Comparative**

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 13 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	91%	32	58%	753
4	82%	28	54%	813
5	80%	20	52%	798
6	63%	17	36%	504
7	81%	29	42%	485
8	79%	26	26%	319
All	80%	152	48%	3672

#### 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	86.8	81.6	34.0	2.19
4	87.8	93.3	26.3	3.59
5	86.3	56.4	22.4	1.83
6	94.0	46.5	20.0	1.72
7	83.3	51.4	21.8	1.55
8	87.5	16.2	16.2	0.00
All	87.8	56.3	23.3	1.76

#### Math Measure 5 - Growth

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

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

#### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3<sup>rd</sup> through 8<sup>th</sup> grade students end of year (EOY) is 150%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more levels below grade level in the fall calculated to 178% on the spring i-Ready in mathematics.

The Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities exceeded the ATG in mathematics of all students with a median percent progress of 153.5%, thus meeting the measure. In 2022-23, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 31.80% of students in this group scored at Mid or Above Grade Level.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### MATH I-READY

#### 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	254	150%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	113	178%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	149%	54	153.5%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the Mid or Above Grade Level scale score for the year-end assessment.	2+ students	75%	217	31.80%	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 or Above Grade Level	Number Tested	Percent Mid or Above Grade Level	Number Tested
3	38.46%	39	40.54%	37
4	27.50%	40	29.73%	37
5	42.86%	28	44.44%	27
6	23.53%	51	28.57%	35
7	26.92%	52	31.11%	45
8	15.91%	44	19.44%	36
All	27.95%	254	31.80%	217

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	122%	39
4	102%	40
5	94.5%	28
6	207%	51
7	208%	52
8	246%	44
All	150%	254

### SUMMARY OF THE MATHEMATICS GOAL

The charter school met all three of the mathematics goals we are able to report on in 2022-23. The absolute measure was met as 80 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

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.	Achieved
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.	Achieved
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.	Achieved
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

The mathematics tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - The charter school did meet this measure. Overall, 80% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 3 was our standout with 91% scoring at levels 3 and 4. 6th grade performed below our average at 63%, which is still higher than the city and district aggregate.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - The charter school did meet this measure with our 80% proficient compared to the district's 48% overall in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did meet this measure, having an effect size of 1.76.
4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
  - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students was greater than 100%.

## MATHEMATICS LOWER SCHOOL ACTION PLAN

- Analyzing students' learning from the 22/23 school year using the Achieve the Core Coherence Map Tool and utilizing this data to inform the 23/24 pacing calendars
- Continue implementation of *Math in Focus* during the 23/24 school year across all grade levels in a structured block format following the curriculum map
- Continue the implementation of operations chants, mental math, and math in movement into each mathematics lesson school-wide
- Continue the implementation of math constructed response instruction for every scholar across each grade level (Math Extended Response for Grades 3-5, and Number Stories for Grades K-2)
- Continue Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- Continue utilizing C.U.B.E.S. and solve, diagram, explain as a school-wide problem-solving norms and implement new school-wide constructed response rubrics
- Formalize the implementation of math fluency activities for 15-20 minutes per day in all grades K-5
- Implement a color-coded number-line school-wide that will enhance student number sense and increase vertical alignment

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- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Responding to the 2022-23 I-Ready
- Mathematics Assessment by Bringing greater focus to the following domains in all grade levels K-5:
  - Geometry
  - Measurements and Data
  - Counting and Cardinality
  - Numbers and Operations
- Continue implementing a math intervention block at least once per week in all grades to allow for increased mathematics intervention, and push in additional teaching staff to support these periods when possible
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready Math assessments (3-5), i-Ready diagnostic assessments (K-5), beginning of year, mid-year, and end-of year benchmark assessments, chapter assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of mathematics skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Continue Math professional development with Kim Sutton from Creative Mathematics to continue to build and deepen teacher content knowledge in the subject of mathematics

### MIDDLE SCHOOL ACTION PLAN

- Striving for consistency in data collection and reporting
- Professional development on Illuminate and aligning curriculum across grades and to standards in order to integrate computer-based testing in the classroom
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90-minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested and students meeting the 70+ GPA requirement with a teacher recommendation for 8th grade students within their 8th grade Math class.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.
- In 7th and 8th grade, implementing the use of Match Fishtank as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards in order for students to develop a further understanding of 6th grade aligned standards.
- Adopting gamification programs such as Prodigy for differentiation purposes in all math classes.
- Continuing to use Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily.
- Continuing Kami, Blooket and BrainPOP for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2022-23 iReady and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:

### 6th Grade

- Expressions and Equations
  - 6.EE.A - Write expressions, evaluate expressions
- Ratios and Proportional Relationships
  - 6.RP.A - Rate and Ratio, solve unit rate problems
- Number System
  - 6.NS.A - Quotient of Fractions
  - 6.NS.B - Greatest Common Factor, Least Common Factor

### 7th Grade

- Ratios and Proportional Relationships
  - 7.RP.A - Multistep ratio and percent problems
  - 7.RP.A - Proportional relationships

### 8th Grade

- Expressions and Equations
  - 8.EE.A - Scientific Notation
  - 8.EE.B - Equation of a line
  - 8.EE.C - Linear equation example
- Functions
  - 8.F.A - Definition of a function
  - 8.F.B - Use functions to model relationships

## GOAL 3: SCIENCE

CPCS students will become proficient in science.

### LOWER SCHOOL BACKGROUND

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 received science instruction once per week, except for 4th grade who received science twice per week. We continue to implement the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, during the school year a STEM enrichment program was offered through Hand and Mind LLC to a select group of scholars in grades K-3 to engage in coding, circuits, and engineering. A STEM enrichment program implemented by our science instructor was also offered to scholars during our summer program.

### MIDDLE SCHOOL BACKGROUND

CPCS Middle School continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's hands. This curriculum bridges research, tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. In addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within the curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.

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- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

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

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

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

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	36	18	50%

#### 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.

NYS Grade 8 Science Exam scores have not been made public at the time of this report submission.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	36	18	50%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school did not meet the one science goal we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS exam.

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.	Did Not Achieve
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.	Unable to Assess

### EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2022-23. At the time of this report's submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 8 exam.
  - The charter school did not meet this measure. Overall, 50% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - Unable to assess

### LOWER SCHOOL ACTION PLAN

- Provide on-going professional development opportunities with Science Dimensions
- Continue hands-on learning opportunities for scholars through monthly science experiments

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- Continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Continue to offer science and STEM enrichment options to scholars using our science instructor or Hands and Mind LLC for our scholars in grades K-5.
- Provide keyboarding and typing support to students in 5th grade as they gear up to engage in computer-based testing for the New York State English Language Arts Assessment

### MIDDLE SCHOOL LEVEL:

- Continue implementation of the FOSS curriculum across all grade levels
- Make shifts to our 6th and 7th grade scope and sequence since we now offer the Living Environments Regents in place of the Earth Science exam 7th grade will focus more on biology standards. These shifts will be made over the course of three years to ensure that each cohort possesses the foundational content knowledge needed to be successful in high school—with no gaps in their science knowledge.
- Science teachers will use Gizmos as a complementary project based learning tool to FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplement the FOSS curriculum with Regents-based materials
- Offer a Living Environment Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continue the application of lab activities across all grades

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

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

## ADDITIONAL CONTEXT AND EVIDENCE

Community Partnership Charter School continues to be in good standing year after year.