

Coney Island Prep

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph (Chief Executive Officer), Liza Potter (Chief Academic Officer), Amanda Warco (Senior Director of Data & Compliance) and Abigail Gabriel (Director of Data & Analytics) 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)
Joe Herrera	Officer	Executive Students, Families, and Staff
Joseph Talia	Officer	Finance
Josh Wolfe	Chair	Executive Governance Facilities
Julie Goran	Officer	Fundraising Governance Executive
Nkonye Okoh	Treasurer	Finance Facilities Executive
Samantha Tweedy	Officer	Academic Accountability Fundraising
Shona Pinnock	Officer	Students, Families, and Staff
Jacob Mnookin	Secretary	Executive Academic Accountability
Brian Buckmire	Officer	Fundraising

Leslie-Bernard Joseph has served as the Executive Director since 2019.

SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,200 scholars across four campuses. At its core, ours is a mission rooted in equity: Students at Coney Island Preparatory Public Charter School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program in a supportive and structured school community. Every school endeavors to see its kids succeed. But in a city where opportunity is not always so clearly accessible, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

Our mission and our responsibility to our community has never been more critical, nor have the depths of inequity been more apparent since the pandemic. We have significant ground to recover after lost instructional time from nearly a full year of remote learning, four months of hybrid instruction with low in-person attendance, and another full school year where both COVID and chronic absenteeism remained major obstacles.

In response to these unprecedented challenges, Coney Island Prep has stepped up. We have re-doubled our professional development efforts around Trauma-Informed Practices to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars. We made major investments in accelerating learning, including one-one-one tutoring and phonics instruction to ensure reading growth, restructuring the school day to allow more time for teacher development, and more time in smaller groups for scholars. We have refocused on our teacher development and intellectual prep systems including module internalization, lesson internalization, data, observation, debrief, and feedback cycles to catalyze teacher development. And we've made deep pandemic-era investments to create new opportunities for comprehensive after-school and counseling services K-12. Coney Island Prep remains committed to leveraging the best of our lessons learned over the past three school years into student outcomes that are leaps beyond where we are now.

While we know there is much hard work to be done to ultimately fulfill our lofty mission, we remain particularly proud that we are fulfilling our truly ultimate outcomes. Graduating seniors continue to earn seven college acceptances on average, and they are persisting at rates that are five times the national average for low-income students of color and first-generation families.

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

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2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1,009
2019-20	60	60	66	64	62	93	91	90	91	92	89	82	75	1,015
2020-21	67	66	65	64	66	88	93	91	93	92	90	77	78	1,030
2021-22	93	95	65	93	93	88	108	93	84	103	94	80	71	1,160
2022-23	90	106	89	100	95	96	111	115	88	103	98	88	72	1,251

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	72	0	72
2022-23	2019-20	2019	74	0	74

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

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Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	72	1	73
2022-23	2019-20	2019	74	2	76

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	75	0	75
2021-22	2017-18	2017	72	2	74
2022-23	2018-19	2018	70	0	73

PROMOTION POLICY

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Students will be promoted to the next grade only if they have demonstrated satisfactory academic performance or their academic performance suggests that they can succeed in the following grade.

We consider student mastery of current grade level content and skills, student readiness for the next grade level's content and skills, as well as student age and maturity in making promotion decisions. In addition, student completion of statement required course work and testing are also factors in making promotion decisions.

We will communicate promotion-in-doubt status and student performance progress at least twice a quarter (beginning in the second quarter) to families in the hopes that we can, together, prevent those students from being retained. Final promotion and retention decisions will be communicated with families in June.

A student may be retained for meeting one or more of the criteria laid out below:

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- Earning less than 70% in ELA and Math for 2 or more quarters
- Earning less than 70% in ELA and/or History for 2 or more quarters
- Earning less than 70% in Math and/or Science for 2 or more quarters
- Earning less than a 70% in 2 or more courses for the entire year
- K-5- earning less than “at benchmark” on mClass benchmark assessments

We will seek input from teachers, and other school staff before making decisions, but the Principal and Chief Schools Officer ultimately make all promotion and retention decisions.

We aim to have a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Coney Island Prep’s values.

GOAL 1: HIGH SCHOOL GRADUATION

Graduation Goal Measure 1 - Leading Indicator

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

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

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	86	92%
2022	90	83%

Graduation Goal Measure 2 - Leading Indicator

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

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	92	83%
2020	2021-22	93	67%

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2021	2022-23	86	58%
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Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	73	66	90%
2018	2021-22	75	64	65%
2019	2022-23	76	67	88%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	76	74	97%
2017	2021-22	74	72	97%
2018	2022-23	73	66	90%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating

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

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

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2017	2020-21	73	66	90%	3,179	76%
2018	2021-22	75	64	85%	2,690	83%
2019	2022-23	76	67	88%	2,690	83%

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} * 100$
Not applicable	Not applicable	Not applicable	Not applicable

*We do not have any students taking alternative exams.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	Not applicable	Not applicable
2018	2021-22	Not applicable	Not applicable
2019	2022-23	Not applicable	Not applicable

*We do not have any students taking alternative exams.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Please see below for a full explanation of the measures and outcomes relevant to our graduation goal:

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes (92% for 2021 Cohort, 83% for 2022 Cohort)

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

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Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No (58%)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes (88%)
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No (90%)
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes (CIP 88% vs. District 21 83%)
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not applicable

EVALUATION OF THE GRADUATION GOAL

In the 2022-23 school year, we met our four-year graduation (Graduation Goal Measures 3 & 4 - Absolute), credit accumulation (Goal Measure 1 - Leading Indicator), and comparative graduation rate (Graduation Goal Measure 5 - Comparative Measure) goals. We attribute these successes primarily to a return to our core instructional program in Fall 2022 and a significant reduction in COVID-related disruptions; additionally, we added and/or bolstered programming for struggling scholars, including a Critical Reading course and data-driven tutoring groups.

At the same time, the impact of the Covid-19 pandemic did not dissipate entirely. For a small number of our most struggling scholars who had not successfully graduated in four years, the impact of interrupted learning from the pandemic set them further behind and contributed to our falling short of the 95% five-year cohort goal.

Please see additional context below regarding our Regents pass rates.

ADDITIONAL CONTEXT AND EVIDENCE

Regarding Graduation Goal Measure 2 (Leading Indicator): Although only 58% of students in the second year high school Total Graduation Cohort scored at or above proficient on at least three different NYS Regents exams required for graduation, this statistic is based on a 65% pass rate that is not applicable for the 2021 Cohort. In the 2022-23 school year, students earned Regents credit if they passed with a 50% or higher and earned a waiver by passing the relevant Regents exam course. Consequently, the actual percent of students in the second year high school Total Graduation Cohort who scored at or above proficient on at least three different NYS Regents exams is higher than reported.

Graduation Goal Measure 2 - Leading Indicator

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

Our June 2023 Regents scores indicate that we are making significant progress toward recovery toward and, in some cases, already exceeding pre-pandemic achievement with our high school scholars. A selection of those scores is included below:

Regents Exam	June 2019 Pass with 65	June 2022		June 2023	
		Pass with 50	Pass with 65	Pass with 50	Pass with 65
Algebra I	72%	77%	54%	89.6%	66.7%
English	70%	80%	62%	87.8%	76.7%
Living Environment	67%	79%	57%	85.4%	65.6%
US History	75%	N/A	N/A	95.7%	85.5%

ACTION PLAN

- **Prioritize curriculum literacy:** CIP’s academic priorities this year focus heavily on increasing teachers’ ability to effectively use our core curriculum and supporting stronger adherence to core curriculum, particularly at the high school, where only 29% of teachers reported on TNTP’s Insight survey in Spring 2023 that they “mostly use the adopted curriculum, rather than materials [they] found or created.” To this end, we are engaging in formal curriculum adoption for high school math, and informally working to increase the quality and coherence of materials in ELA and science, particularly the transition from Living Environment to Biology and Earth Science to Earth and Space Science.
- **Increase targeted intervention for struggling readers:** Our internal analysis of Regents and NWEA MAP Growth Reading data found that reading skills are positively correlated with performance on all of the seven Regents exam taken by 9th-10th graders, and have a particularly strong correlation with Living Environment, Earth Science, and Global History exams. In FY24, we are reinvesting in our Critical Reading course; introducing Lexia PowerUp, an adaptive reading intervention, for 50 scholars at our high school and 225 scholars at our middle school; and planning for a comprehensive 6-12 reading intervention strategy for FY25.
- **Improve the quality of Regents-style practice assessments:** This year, ninth and tenth grade scholars will take the MAP Growth Subject Tests in Algebra or Geometry, which will give us additional externally validated data about their predicted performance on the Regents exams in these subjects. We are also introducing a small pilot of Illuminate DnA, which includes Regents-aligned item banks with comprehensive data analysis that will better inform how we prepare scholars for the Regents.

GOAL 2: COLLEGE PREPARATION

College Team Vision

Coney Island Prep's College Team ensures that every scholar has the necessary preparation to access the college of their choice and the resources persist through college. The team organizes its equity work around three pillars

Preparation, Access, and Persistence.

- We define **'Preparation'** as: activities outside of our K-12 academic and character curriculum that meaningfully impacts a scholar's educational trajectory by increasing the likelihood that a scholar is academically prepared to succeed in post-secondary education. Most notably, we include diversity equity and inclusion support, academic counseling, writing coaching, college research, and SAT/ ACT preparation in our Preparation work.
- We define **'Access'** as: activities that meaningfully impact a scholar's educational trajectory by ensuring that a scholar has the same or similar access to experiences, individuals, or resources that are likely predictors of college success, including those experiences, individuals, or resources that are commonly associated with students from upper-income backgrounds. Our access work includes, college counseling, financial aid and family counseling, college visits and trips, pre-college academic programs, study abroad opportunities, career exploration, community service, extra-curricular opportunities, and scholarships.
- We define **'Persistence'** as: activities that support a scholar's ability to independently pursue academic excellence, social emotional learning, character and leadership development through college, in ways that put scholars on a path to graduate from a four-year institution within 6 years of high school graduation. These include scholarships, school transfers where appropriate, and membership in a supportive cohort, support navigating higher education and career spaces as students of color or from low-income backgrounds, and career access.

Preparation

- SAT continues to be an important gatekeeper for our kids.
- We need to invest in training our counselors to be better at delivering high-quality SAT prep.
- SAT preparation principles need to be infused throughout our academic teams.

Access

- Quality of counseling matters - we will also invest in the professional development of our counselors.
- We need to train our college counselors to know, understand target schools.
- We know there are some schools that are better for our first-gen, low-income population (including some privates). We should strategically partner with schools that are strong for our scholars
- We want to target schools with high minority graduation rates.
- School partnerships

- Counseling families on best fits schools is DEI work. We should ensure research guides the conversation -- not money/ financial aid.

Persistence

- We will design and implement a cohort-based approach to support/target our struggling scholars.
- We need to research and learn from best-in-class support systems, especially those that are in place on campuses where our kids thrive.
- We need to create deeper partnerships with schools where our scholars thrive, and relationships with key stakeholders on those campuses.

At our high school this year, we offered one dual enrollment course per semester through Ed Equity Labs and Arizona State University. All students listed in the table below participated in and passed both semesters, earning transferable college credit.

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

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

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam with a 3 or higher	41	17	25%
Achieving the college and career readiness benchmark on the SAT (≥ 480 for Evidence-Based Reading and Writing)	67	38	57%
Achieving the college and career readiness benchmark on the SAT (≥ 530 for Math)	67	19	28%
Earning a Regents diploma with advanced designation	67	39	58%
Passing a college level course offered at a college or university or through a school partnership	14	14	21%
Overall	67	39	58%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	66	66	100%
2018	2021-22	69	63	98%
2019	2022-23	67	67	100%

SUMMARY OF THE COLLEGE PREPARATION GOAL

In School Year 2022-23, CIP met one of the two measures of the College Preparation goal. A significant bright spot is our matriculation rate of graduating seniors; in Spring 2023, 100% of our graduates matriculated into a two- or four- postsecondary institution the year after graduation. We are not yet meeting our goal of having 75% of graduating students meet one or more college readiness indicators; this year, 58% of CIP’s graduating seniors demonstrated preparation for college according to this benchmark.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No (58%)
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	Not applicable
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	Not applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes (100%)

EVALUATION OF THE COLLEGE PREPARATION GOAL

Coney Island Prep maintains a laser-focus on ensuring that all of our graduating seniors matriculate to a college or university; we are proud to have exceeded this goal, and will continue to use 100% college

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

matriculation as our postsecondary north star. This commitment is bolstered by Coney Island Prep’s Pride Promise, a privately-funded matching scholarship available to every graduate, intended to significantly reduce or, in some cases, eliminate a family’s financial burden for their child’s college education.

This year, we fell short of our college readiness benchmark goal by 17%, which also represented a year-over-year decrease from our 2021-22 performance, where 91% of scholars attempting an Advanced Regents Diploma achieved the distinction.

Data was collected by our college access and alumni teams through ongoing communication with graduating scholars and alumni, as well as from the National Student Clearinghouse.

ADDITIONAL CONTEXT AND EVIDENCE

In SY21-22, 91% of Coney Island Prep scholars met college-ready benchmarks, largely through attainment of a Regents Diploma; this year, we saw a significant decline in the number of scholars attaining the Regents Diploma, which affected our overall performance. While we largely attribute this to the fact that our current accountability cohort had all but its final year of high school significantly affected by the COVID-19 pandemic and experienced significant missed learning, we know that we have numerous opportunities to rebound in the upcoming academic year. In SY22-23, we did see significant increases in Regents pass rates over SY21-22, even when considering the Regents waiver; a sample of results are below:

Course	June 2023 Actual (Pass w/ 50 Waiver - % Sitting)	June 2022 Actual (Pass w/ 50 Waiver - % Sitting)
ELA	87.78%	80%
Algebra I	89.58%	77%
Geometry	67.03%	47%
Algebra II	89.58%	61%
Earth Science	79.07%	53%
Living Environment	85.42%	79%

Additionally, with our renewed emphasis on NWEA MAP as a measure of our current growth and performance and predictor of future performance, we see promise in several additional areas for future cohorts:

- **MATH:** 9th grade scholars demonstrated median growth in the 60th national percentile in math, as measured by Fall-Spring NWEA MAP growth, with 29% of scholars demonstrating growth in the national top quintile. Black scholars exceeded their peers’ growth in this cohort, growing at the 63rd national percentile.

- **READING:** 9th grade scholars demonstrated median achievement at the 55th national percentile in reading in Spring 2023, with 48% of scholars achieving in the top two national quintiles. In this cohort, both Black and Hispanic/Latinx scholars outgrew their white and Asian peers, with both achieving growth at or above the national 50th percentile.
- **SAT COLLEGE READINESS BENCHMARK:** In Fall 2023, 18.3% of ninth graders were on-track to meet SAT college-readiness benchmarks were they to take the SAT in Spring 2024, and 47.4% of ninth graders were on-track to meet benchmarks for SAT Reading. These are extremely promising numbers, given that this cohort of ninth graders still has 2+ years before they will take the SAT.

ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP and, in Winter 2023, the option to have 9th and 10th grade scholars take the Algebra and Geometry MAP subject tests, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. While we have seen improvement, we are focused this year on further grounding our decisions around reading intervention in data, and have introduced pilots for Lexia PowerUp and Lexia English, interventions for struggling readers and beginner/emerging multilingual learners. Currently, our Director of 6-12 Humanities is working on a proposal to expand secondary literacy intervention, including the possible adoption of a research-based program like Read 180 or SIPPS to supplement the current Critical Reading curriculum.
3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

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ELA 3rd – 5th Grade	53-61%+ Proficiency Represents a ~20 point growth for each cohort from last year’s scores Fewer than 10% “Level 1” score
ELA 6th – 8th Grade	50 – 60% proficiency Represents a 9-20 point growth for each cohort from last year’s scores Fewer than 10% “Level 1” score

BACKGROUND

Our core instructional program for ELA incorporates standards-based reading and writing, foundational skills (K-5), and personalized literacy intervention, as necessary. An overview of our adopted ELA curriculum is below:

Curriculum	Type	Grades	Focus	Daily Min.
Wit and Wisdom	Core	K-8	Standards-aligned reading, writing, and language	75-90
Reading Mastery	Core	K-2	Foundational reading skills/systematic phonics	40
Geodes	Supplemental	K-2	Wit and Wisdom-aligned decodable texts	20
Amplify Boost Reading	Supplemental	K-5	Independent, adaptive reading and skills practice	15-20
mCLASS Intervention	Intervention	K-5	Intervention aligned to mCLASS/DIBELS	30
EngageNY ELA	Core	9-12	Standards-aligned reading, writing, and language	45
Springboard	Core	11-12	AP Lang/Lit reading, writing, and language	45
Quill	Supplemental	6-12	Independent grammar practice	10

All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10, mCLASS DIBELS for K-5) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
mCLASS/DIBELS	K-5	Foundational reading and phonics skills, comprehension
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	91	0	6	4	0	0	1	98
4	90	0	2	2	0	0	2	94
5	93	0	1	1	0	0	1	95
6	107	0	4	1	0	0	1	112
7	108	1	2	3	0	0	1	112
8	83	2	3	4	0	0	0	88
All	572	3	18	15	0	0	6	599

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	91	45	49%	55	28	51%
4	90	45	50%	81	42	52%
5	93	38	41%	83	35	42%
6	107	41	38%	72	27	38%
7	108	54	50%	90	42	47%
8	83	45	54%	70	38	54%
All	572	268	47%	451	212	47%

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.

⁶ 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.

ELA Measure 3 - Comparative

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

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

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	51%	55	Not released	Not released
4	52%	81	Not released	Not released
5	42%	83	Not released	Not released
6	38%	72	Not released	Not released
7	47%	90	Not released	Not released
8	54%	70	Not released	Not released
All	47%	451	Not released	Not released

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4 ⁹		Effect Size
		Actual	Predicted	
3	92.5%	41.1%	31.5%	.52
4	83.9%	33%	30%	.17
5	88.6%	25%	24.7%	.02
6	87%	51.5%	45.9%	.33
7	84.9%	51.2%	38.2%	.78
8	78.6%	51.4%	43.3%	.43
All	86.2%	42%	35.6%	.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 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	483	40	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	399	28	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	37	141	37	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹¹	2+ students	75%	468	19%	No

SUMMARY OF THE ELA GOAL

We met one of our two comparative measures; the data for the other comparative measure was not available for analysis. We did not meet our proficiency goal for the NYS state test. The additional measures were not applicable.

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 (47%)
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.	Not applicable
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	Unknown (Data not released)

¹⁰ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	Yes (0.4)
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.	Not applicable

EVALUATION OF ELA GOAL

On both NWEA MAP and the NYS ELA test, we made growth in 2022-23, particularly with regard to students with disabilities, and yet are still falling short of our ambitious goals. At the same time, we are proud that our growth in ELA (5% overall) exceeded that of many of our NYC charter peers, and that we increased our median growth percentile from SY21-22 to SY22-23, as well as decreasing the percentage of scholars in the bottom achievement quintile in reading.

We also hope to learn from several bright spots across our campuses:

- 3rd grade (CIPUES) moved 9% of scholars out of the bottom achievement quintile
- 6th grade (CIPMS) exceeded, as a grade, the amount of growth projected by NWEA
- 7th grade (CIPMS) experienced median growth in the 62nd percentile

ADDITIONAL CONTEXT AND EVIDENCE

There is no additional context for this measure.

ELA ACTION PLAN

While our core curriculum for ELA is strong, we have room for growth in (1) building program coherence, (2) improving teacher practice and content knowledge, and (3) prioritizing NWEA MAP Growth in a way that allows us to more effectively respond to data. In FY24, our academic priorities focus on improving our performance in those three key areas, including adopting a new K-2 literacy curriculum and using Springboard across all ELA courses in grades 11-12 to increase program coherence and reduce complexity. Additionally, we have set specific goals for FY24 around scholars in the bottom quintile and are adding new reading supports for both teachers and scholars to be able to better support our most struggling readers.

As a network, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	5	55	79%
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	0	0%

High School ELA Measure 2 - Absolute

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

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

¹² Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹³ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	5	68	97%
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	2	29%

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

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

High School ELA Measure 5 - Comparative

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

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

High School ELA Measure 6 - Comparative

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

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

High School ELA Measure 7 - Growth

Coney Island Prep Charter School 2022-23 Accountability Plan Progress Report

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	32	4	16	57%
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	0	0%

High School ELA Measure 8 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	32	4	27	96%
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	2	33%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In School Year 2022-23, we did not meet our HS English Language Arts goals. Please see below in additional context for information about the makeup and size of our accountability cohort.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (0%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (29%)
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	Not applicable
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not applicable
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not applicable
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	Not applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (0%)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (33%)

EVALUATION OF HIGH SCHOOL ELA GOAL

Last year, we launched a plan to begin addressing unfinished learning at our school, including introducing an acceleration block that would allow teachers to reinforce grade-level content and spiral in standards and content from previous years, particularly remote learning. We also hired Tutored by Teachers, an external organization, to provide Tier 2 support for struggling students. Although these interventions led to some success, we have more work to do to ensure that our most struggling students are experiencing success.

ADDITIONAL CONTEXT AND EVIDENCE

Regarding High School ELA Measure 1 (Absolute): Although 0% of non-exempt students in the 2019 Accountability cohort met or exceeded Regents English Common Core expectations, this statistic is based on a small sample since only 5 out of 7 non-exempt students took this exam. **The majority of students in the 2019 Cohort were exempt (91%).**

Regarding High School ELA Measure 7 (Growth): Although 0% of non-exempt students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade ELA exam scored at Performance Level 4 on the Regents English exam, this statistic is based on a small sample since only 4 out of 6 non-exempt students took this exam. **The majority of students in the 2019 Cohort who were not proficient on their NYS 8th grade ELA exam were exempt (82%).**

Regarding High School ELA Measure 8 (Growth): Although 33% of non-exempt students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade ELA exam scored at Performance Level 3 on the Regents English exam, this statistic is based on a small sample since only 4 out of 6 non-exempt students took this exam. The majority of students in the 2019 Cohort who were not proficient on their NYS 8th grade ELA exam were exempt (82%). When calculated based on only the non-exempt students who did take the exam (4 students), the percentage of students who scored at Performance Level 3 increases from 33% to 50%.

ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. While we have seen

improvement, we are focused this year on further grounding our decisions around reading intervention in data, and have introduced pilots for Lexia PowerUp and Lexia English, interventions for struggling readers and beginner/emerging multilingual learners. Currently, our Director of 6-12 Humanities is working on a proposal to expand secondary literacy intervention, including the possible adoption of a research-based program like Read 180 or SIPPS to supplement the current Critical Reading curriculum.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

GOAL 4: MATHEMATICS

Math 3rd – 5th Grade	51 – 53% Proficiency Represents a ~20 point growth for each cohort from last year’s scores Fewer than 10% “Level 1” score
Math 6th – 8th Grade	Represents a ~20 point growth for each cohort from last year’s scores Fewer than 10% “Level 1” score

BACKGROUND

We implement several different curricula across K-12th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Curriculum	Type	Grades	Focus	Daily Min.
EngageNY	Core	K-5	Standards-aligned mathematics instruction	75-90
Illustrative Math	Core	6-8	Standards-aligned mathematics instruction	90
Zearn	Supplemental	K-8	Digital support aligned to EngageNY	20-45
Agile Mind	Core	9-12	Standards-aligned Algebra, Geometry, Algebra II, Pre-Calculus, and AP Calculus instruction	45-60
Teacher-Created	Core	9-12	<i>Our statistics curriculum is teacher-created</i>	45-60

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All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve

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	their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

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	91	0	6	4	0	0	1	0	98
4	92	0	2	1	0	0	0	0	94
5	92	0	3	2	0	0	0	0	95
6	104	0	8	7	0	0	0	0	112
7	107	1	3	3	0	0	1	0	112
8	84	1	3	3	0	0	0	0	88
All	570	2	25	20	0	0	2	0	599

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	91	46	51%	55	30	55%
4	92	51	55%	82	44	54%
5	92	41	45%	83	37	45%
6	104	37	36%	71	24	34%
7	107	56	52%	88	47	53%

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8	84	37	44%	70	31	44%
All	570	268	47%	449	213	47%

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	54	Not released	Not released
4	54%	82	Not released	Not released
5	45%	83	Not released	Not released
6	34%	71	Not released	Not released
7	53%	88	Not released	Not released
8	44%	70	Not released	Not released

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	47%	449	Not released	Not released
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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	92.5%	31.5%	31.4%	.00
4	83.9%	25.3%	28.3%	-.15
5	88.6%	22.1%	21.3%	.05
6	87%	21.6%	23.5%	-.11
7	84.9%	19.3%	21%	-.10
8	78.6%	28.6%	18.1%	.54
All	86.2%	24.6%	24.2%	.02

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 assessment to measure student growth and achievement in mathematics: NWEA MAP.

2022-23 NWEA MAP Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	490	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	407	43	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	48	142	48	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁵	2+ students	75%	468	18%	No

SUMMARY OF THE MATHEMATICS GOAL

We did not meet on two of the five math measures; the other three measures were either not applicable, or we did not have the data available to measure our outcome.

¹⁴ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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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 (47%)
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.	Not applicable
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.	Unknown (Data not released)
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.	No (.02)
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.	Not applicable

EVALUATION OF THE MATHEMATICS GOAL

Although we did not meet our goal of 75% proficiency, nearly doubled the total percentage of CIP scholars proficient from 2022 to 2023, increasing from 25% proficiency to 47% proficiency. Additionally:

- CIP experienced greater than average growth in 4th grade (30% improvement), 7th grade (33% improvement), and 5th grade (23% improvement).
- CIP experienced greater than average growth on 3-8 math test performance when compared to ten other NYC charter networks

We attribute this growth primarily to 1) our use of Zearn as a supplemental curriculum to drive math growth and reduce/eliminate learning gaps; 2) our emphasis on a data-driven approach to test prep, which prioritizes spiraling math skills that scholars did not fully master and incorporating multiple at-bats; and 3) outsized growth on our 7th grade team, which experienced median growth at the 87th national percentile, according to NWEA MAP Growth.

ADDITIONAL CONTEXT AND EVIDENCE

From Fall 2022-Spring 2023, the median CIP scholar grew at the national 60th percentile, according to NWEA MAP Growth. Although we saw significant growth both on MAP and on our state test performance, our MAP Growth prediction for proficiency was significantly lower than our actual performance for the first time in recent years, which gave us critical insight into how we use MAP to plan for intervention and test prep. This year, we added an additional winter administration of MAP, and were advised by NWEA that this will be the most accurate predictor of state test performance.

MATHEMATICS ACTION PLAN

In FY23, we experienced significant math assessment growth, success that we will continue to build on during FY24 and beyond. The most notable adjustment to our program is that we have adopted Eureka Math this year, shifting from the open-source Engage materials to those provided by Great Minds, in order to increase scholar access to digital supports; improve teachers’ ability to administer assessments online to produce stronger data insights; and receive professional development and coaching from Great Minds. We are also engaging in a small pilot for Eureka², an update to Eureka Math that offers further enhancements and support materials. Additionally, we are working to ensure that all of our campuses have a schedule that prioritizes math instruction and allows for sufficient time for both Eureka and Zearn. Finally, with our increased emphasis on NWEA MAP and a winter administration of the assessment, we are able to better respond to data and intervene when necessary.

As a network, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	1	27	36%
2018	2021-22	72	0	25	36%
2019	2022-23	74	4	4	6%

High School Math Measure 2 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	1	74	99%
2018	2021-22	72	0	69	83%
2019	2022-23	74	4	21	30%

High School Math Measure 3 - Absolute

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

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

High School Math Measure 4 - Comparative

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

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

High School Math Measure 5 - Comparative

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

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

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High School Math Measure 6 - Comparative

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

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

High School Math Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	32	0	10	31%
2018	2021-22	36	0	4	11%
2019	2022-23	39	2	0	0%

High School Math Measure 8 - Growth

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

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	32	0	32	100%
2018	2021-22	36	0	18	50%
2019	2022-23	39	2	5	14%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In FY23, we did not meet the four measures for which we were accountable; all other measures were not applicable.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (6%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (30%)
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Not applicable
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not applicable
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not applicable
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	Not applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (0%)

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (14%)
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EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for math and when our scholars take the math Regents exams, this resulted in:

- Almost all students were exempt from the Algebra I Regents (June 2020)
- Almost all students were exempt from the Geometry Regents (June 2021)
- Almost all students sat for the Algebra II Regents (June 2022)

Because these scholars only had one opportunity to pass a mathematics Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in math because, in our own internal analysis, we found that a scholar’s Lexile (quantitative reading) level had a moderate to strong correlation with their performance on all math Regents exams.** Additionally, as we engage in math curriculum adoption for FY25, we will explore and incorporate further opportunities for math intervention, both Tier 2 and potentially Tier 3, for struggling scholars.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

GOAL 5: SCIENCE

BACKGROUND

Curriculum	Type	Grades	Focus	Daily Min.
Amplify Science	Core	K-8	Standards-aligned science curriculum	45
New Visions	Core	9-10	Standards-aligned materials for Living Environment/Earth Science	45-60
Teacher-Created	Core	10-12	<i>Our Physics, Chemistry, and AP Biology curricula are teacher-created</i>	45-60

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to

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Internalization	help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

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 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 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	0	Not applicable	Not applicable
8	0	Not applicable	Not applicable
All	0	Not applicable	Not applicable

Science Measure 2 - Comparative

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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						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	0	Not applicable	Not applicable	Not released	Not released	Not released
8	0	Not applicable	Not applicable	Not released	Not released	Not released
All	0	Not applicable	Not applicable	Not released	Not released	Not released

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

As a result of a test administration error, all 8th grade science tests were invalidated by NYSED. We did not administer a 4th grade science test in spring 2023.

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.	Not applicable
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.	Not applicable

EVALUATION OF THE SCIENCE GOAL

Our results were “not applicable” for both assessments. Please see additional context below.

ADDITIONAL CONTEXT AND EVIDENCE

In spring 2023, our middle school experienced a significant administration error with the 8th grade science test, resulting in the invalidation of all test scores.

ACTION PLAN

As a result of our test administration errors in FY23, we are planning to fully train or re-train all elementary and middle school leaders and teachers in appropriate administration procedures. Additionally, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024. Finally, in FY24 we began investing in coaching and professional development from Amplify to deepen our leaders’ and teachers’ content literacy and improve their ability to successfully implement the curriculum.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered all four science Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	2	73	100%
2018	2021-22	73	7	61	92%
2019	2022-23	74	4	11	16%

High School Science Measure 2 - Comparative

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

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

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In FY23, we did not meet the measure for which we were accountable; the other measure was not applicable.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No (16%)
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not applicable

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for science and when our scholars take the science Regents exams, this resulted in:

- Almost all students were exempt from the Living Environment Regents (June 2020)
- Almost all students were exempt from the Earth Science or Chemistry Regents (June 2021)
- Almost all students sat for the Physics or Chemistry Regents (June 2022)

Because these scholars only had one opportunity to pass a science Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in science**

because, in our own internal analysis, we found that a scholar’s Lexile (quantitative reading) level had a strong correlation with their performance on all science Regents exams, in some cases stronger than their performance on the ELA Regents. Additionally, as we engage in science curriculum adoption for FY25, we will explore and incorporate further opportunities for science intervention, both Tier 2 and potentially Tier 3, for struggling scholars.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

GOAL 6: SOCIAL STUDIES

BACKGROUND

Curriculum	Type	Grade s	Focus	Daily Min.
Lavinia Group Ignite	Core	3-5	Standards-aligned social studies curriculum	45
Success Academy	Core	6-8	Standards-aligned social studies curriculum	90
Teacher-Created	Core	9-12	<i>Our high school history curricula are teacher-created</i>	45-60

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules’ theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and

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	discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	73	2	100%
2018	2021-22	73	73	Not applicable (all exempt)	Not applicable (all exempt)
2019	2022-23	74	69	1	20%

Social Studies Measure 2 - Comparative

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

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

Social Studies Measure 3 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	75	11	64	100%
2018	2021-22	73	72	1	100%
2019	2022-23	74	70	1	25%

Social Studies Measure 4 - Comparative

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

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

SUMMARY OF THE SOCIAL STUDIES GOAL

Only five students in the 2019 accountability cohort were not exempted from the US History Regents requirement as a result of the canceled Regents in June 2022; of the non-exempt scholars, one earned a 65 or higher. Similarly, only four students in the 2019 cohort were not exempted from the Global History requirement as a result of the cancellation of the Regents in June 2021; of the non-exempt scholars, one earned a 65 or higher.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No (20%)
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not applicable
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No (25%)
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not applicable

EVALUATION OF THE SOCIAL STUDIES GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for social studies and when our scholars take the social studies Regents exams, this resulted in:

- Almost all students missed 3+ months of in-person Global History instruction (2020)
- Almost all students were exempt from the Global History Regents (June 2021)
- The US History Regents was canceled (June 2022)

Because these scholars only had one opportunity to pass a mathematics Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

ACTION PLAN

4. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene

accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.

5. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in science because, in our own internal analysis, we found that a scholar's Lexile (quantitative reading) level had a strong correlation with their performance on all history Regents exams, in some cases stronger than their performance on the ELA Regents.**
6. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework for the 2024-25 school year.

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 subpopulations 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	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

For the past two years, we have been in Good Standing. This year, our accountability status fell to “Local Support and Improvement.” While we largely attribute this to the impact of the COVID-19 pandemic and resulting widespread exemptions, specifically with regard to the size and makeup of our high school accountability cohort(s), we know that our school has continued opportunities to grow and rebound from the pandemic.

Specifically, accelerating student growth and responding to unfinished learning remain our biggest challenges. This includes both moving our most struggling scholars out of the lowest performance categories; continuing to reduce and eliminate disparities in performance by race/ethnicity, special education status, and MLL status; and increasing the number of high school scholars who meet college-readiness benchmarks and are prepared for college.

At the same time, by the numbers, our school performance improved significantly during the last academic year in almost every key indicator, including 3-8 state test performance in both ELA and math, Regents scores and Regents pass rates, and NWEA MAP achievement and growth. We believe strongly that these are leading indicators of future performance and growth at Coney Island Prep, and are a testament to the fact that the changes we have made since returning to in-person learning are beginning to bear fruit.

Both New York State performance and growth on math and ELA and NWEA MAP from spring 2023 and fall 2023 tell the same story: a school at this urgently and successfully addressing lost instructional time by accelerating growth out of the pandemic. For our 7th grade cohort for example, scholars saw a whopping 33% growth in proficiency in math from their spring 2022 scores as 6th graders. We also reduced by half the number of students who were in the lowest proficiency. NWEA MAP confirms these results: those scholars are nationally in the 76th percentile for growth, with nearly half those students in the highest growth quintile.

This is not just one grade's performance. Overall our scholars are in the 65 percentile for growth nationally. We strongly believe that our results are evidence of a school that not only remains in good standing, but one that is accelerating progress for students out of the pandemic. While we still have much improvement to make, many of our unmet goals reflect data discrepancies between which students are considered in evaluation of the metric. We respectfully request consideration as a school that continues to demonstrate good standing in its contributions to student achievement.