



# **HARLEM LINK CHARTER SCHOOL**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Dan Steinberg and Aviva Buechler, Co-Principals, 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)
Naheem Harris	Chair	Finance, Executive
Brandilyn Dumas	Vice Chair	Education, Executive
Jonathan Barrett	Treasurer	Executive, Finance
Monica Chestnut	Parent Association President	Outreach
Kenneth Catandella	Trustee	Development, Executive, Nominating
Janelle Ashley Charles	Trustee	Education
Kyle Haver	Trustee	Education
Edward Robinson	Trustee	Finance; Education

**Dan Steinberg and Aviva Buechler, Co-Principals have served as the school leaders since 2021.**

## SCHOOL OVERVIEW

Harlem Link Charter School (HLCS) serves students in pre-kindergarten (pre-k) through Grade 5 in the Harlem neighborhood of Manhattan in Community School District (CSD) 3. Our school's mission states: HLCS, a pre-k to 5th Grade public school, links academics, values, and community to graduate scholars who learn and serve in their communities. Families, staff, and the Harlem community partner to provide a safe, supportive learning environment that empowers students and alumni to take an active role in their learning and lead with their values.

The 2023-24 school year marks our 19th operating year, the 15th year at our full grade span, and the first year of our fifth charter term. HLCS opened in 2005, serving kindergarten and first grade students in Harlem. We reached our full chartered grade span in the 2009-10 school year, serving Grades K-5. In 2010, HLCS received a three-year term ending in 2013. Subsequently, in 2013 and 2018, HLCS received five-year renewal terms. In 2015, HLCS introduced a pre-k program. In 2023, HLCS received another five-year renewal term.

HLCS is located in CSD 3. In 2022-23, 30% of our students came from CSD 3 and 25% came from CSD 5 (Upper Manhattan). Our demographic profile resembles CSD 5 more closely than our district of location. In 2022-23, our enrollment was 92% economically disadvantaged (ED) students, 13% English language learners/multilingual learners (ELL/MLLs, including former ELL/MLLs), and 32% students with disabilities (SWD). In addition, 65% of HLCS students identified as Black and 30% identified as Hispanic in 2022-23.

HLCS supports students from pre-k through Grade 5 with our Start to Finish program. In Grades 4 and 5, we provide counseling to students and families on middle school admissions and offer workshops, personalized guidance sessions, and ongoing strategic and logistical support. In Grade 5, students participate in small-group mentoring to prepare for middle school admissions. We gather extensive data on local middle schools to provide our students with well researched options that are safe, have high expectations, and strong records for high-school placement. Some of these schools include: Mott Hall II, Computer School, the Mott Hall School, West End Secondary, Center School, Columbia Secondary, Community Action, KIPP, and Democracy Prep. Harlem Link supports its alumni with students in middle school, high school, college and in the workplace with networking opportunities and supports to ensure their continued successes. 72% of HLCS alumni have attended college compared to 46% low-income students nationally.

### SCHOOL-WIDE ACCOMPLISHMENTS IN THE 2022-23 SCHOOL YEAR

In 2022-23, we made several improvements to our school program to support student growth, improve organizational efficacy, and increase community engagement. These include the following:

- **School-Wide Priority for All Stakeholders:** The 2022-23 school year marked the first time our entire organization worked in service of one priority: transforming data into practices that impact student learning and school-wide outcomes. This meant that staff members in all departments engaged in professional learning that built capacity around making data-informed decisions that could be linked to meaningful outcomes. This work helped center data in not only academic areas, but also in our work supporting alumni, our afterschool programs, student recruitment, and development. This school-wide priority not only supported the collection,

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organization, and analysis of data in these new areas, but key stakeholders increased their fluency in working with data dashboards and other protocols designed to impact students and families.

- **Expanded on use of data dashboards school-wide:** During the 2022-23 school year, teachers and administrators used these dashboards to analyze specific data, such as outcomes for subgroup populations and standards performance across different assessments. HLCS incorporated specific protocols for teaching teams to use to analyze Level 3 assessment data across K-5. Separately, HLCS began using dashboards to support other key areas of the organization including alumni support and student recruitment.
- **Strengthened ELA data focus on measuring long-term impact of our early childhood program:** The Instructional Leadership Team (ILT) analyzed data more closely from students who began Harlem Link in Pre-K and in Kindergarten. By June 2023, 69% of students who attended Harlem Link’s Pre-K program were at Tier 1 in reading using the F&P Assessment, which is higher than the school-wide performance. This data, linked to our ongoing portfolio planning for Grades PK-5.
- **Instructional focus on NWEA MAP math assessments:** HLCS used NWEA MAP assessments for Grades 1-5 in the 2022-23 school year to measure student achievement three times a year in math and ELA as a supplement to state assessment data. During the Professional Learning days with staff, HLCS teachers focused on math data to develop action plans and revised goals for students focused on math.
- **Implemented new professional learning profiles for faculty with measurable goals:** At the start of the school year during summer training, all faculty developed two specific, measurable professional learning goals linked to academic instruction and anti-bias, anti-racist practices. These goals were measured through the use of CLASS Evaluation Data, student achievement data, and ongoing coaching and professional development.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	67	73	68	69	76	70								423
2021-22	59	60	71	69	73	74								406
2022-23	52	57	66	59	64	63								363

## GOAL 1: ENGLISH LANGUAGE ARTS

Scholars will become proficient readers and writers of the English language.

### BACKGROUND

HLCS implements a balanced literacy approach, which provides students with a variety of scaffolded literacy opportunities throughout the day. The key literacy components taught include reading workshop, literacy stations, read aloud, shared reading (K-2), close reading and word study (K-5), and writing workshop. Almost all students have guided reading daily as part of literacy stations; for students performing above grade level, guided reading may be slightly less frequent, while students struggling with core concepts participate in additional reading time with an academic intervention services (AIS) teacher.

For Reading and Writing Workshops, we use a combination of HLCS-created literacy units and Into Reading Units in Grades 3-5. The HLCS-created literacy units are aligned directly with the New York State Learning Standards and designed to facilitate student autonomy and experiential learning. For example, students in Grade 1 participate in a restaurant unit during which they study food and restaurants using a cross-disciplinary perspective. Students learn about food science, meals across different cultures, and how a restaurant functions; the unit culminates with students creating their own restaurant, which includes delegating responsibilities, planning a menu, preparing food, and serving customers. Through this unit, students develop skills in math, social studies, science, and ELA.

In Word Study, we use Heggerty for phonological awareness instruction in Grades Pre-k through 1, Foundations for phonics instruction in Grades K-2, and Words Their Way in 3-5, as phonics has proven to be an area of need especially over the last year and a half. We use F&P Guided Reading books, Lexia Core5, Learning A-Z, Epic Books and Rigby Leveled Library resources to help support teaching and learning during literacy stations.

During the 2022-23 school year, Harlem Link added two new non-fiction integrated studies in Grade 2. This aligned to our studies in Kindergarten and Grade 1. HLCS implemented training on new science of reading strategies in lower grades and with the Academic Intervention Services (AIS) team focused on the teaching of high frequency words using orthographic mapping and teaching strategies using “sounds first.” With Science of Reading practices, HLCS revised the Strategy Units in the Lucy Calkins Units of Study to align with research-based practices. In Grades 3-5, teachers had increased training on Words Their Way, and HLCS implemented assessments three times to assess teaching and learning in word work in upper grades. In the 2022-23 school year, HLCS added one new Special Education Teacher Support Services (SETSS) on the HLCS staff. This new SETSS teacher, along with the other SETSS teacher, worked with students in ELA and Math based on their IEP needs.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	44	3	12		0	0	0	59
4	49	3	9		0	0	1	62
5	55	4	4		0	0	0	63
6	0	2	0		0	0	0	2
7								
8								
All	148	12	25	0	0	0	1	186

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	44	17	39%	37	14	38%
4	49	17	35%	39	15	38%
5	55	26	47%	50	23	46%
All	148	60	41%	126	52	41%

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

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### ELA Measure 2 - Absolute

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

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

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		CSD 5 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	37	34%	498
4	38%	39	35%	452
5	46%	50	30%	485
All	41%	126	33%	1435

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

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### ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

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

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	91.0	35.7	32.1	0.19
4	89.0	32.8	27.8	0.29
5	87.7	18.3	25.1	-0.44
All	89.2	28.8	28.3	0.01

### 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.

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

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

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### Optional ELA Measure 5

Each year, the school's median growth percentile on the NWEA MAP assessment in ELA of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

### NWEA

#### 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 <sup>rd</sup> through 8 <sup>th</sup> 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	263	32	No

#### End of Year Growth on 2022-23 NWEA MAP ELA Assessment

##### By All Students

Grades	Median Growth Percentile	Number Tested
1	45	43
2	23	55
3	38	52
4	23	57
5	37	56
All	32	263

### SUMMARY OF THE ELA GOAL

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

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the NWEA MAP assessment in Math of all 1st through 5th grade students was 32, not greater than the target of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Optional Absolute	Each year, the school's median growth percentile on the NWEA MAP assessment in ELA of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Not Met

### EVALUATION OF ELA GOAL

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

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - The charter school did meet this measure. Overall, 41% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grade5 was our highlight with 41% scoring at levels 3 and 4. 3rd and 4th grades performed below our average with 38%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - The charter school did meet this measure with our 41% proficient compared to the district 5's 33% overall in grades 3-8.

3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did not meet this measure, having an effect size of 0.01.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
  - Based on the NWEA MAP exams that were administered three times, the school's median growth percentile of all 1st through 5th grade students was not greater than 50.

### ELA ACTION PLAN

In the 2023-24 school year, we are implementing the following practices to target improved student outcomes in ELA:

- **Continuing the science of reading professional learning community:** We introduced a science of reading professional learning community (PLC) in the 2020-21 school year to address gaps in student outcomes and anticipated learning loss due to the COVID-19 pandemic. In 2022-23, teachers focused on orthographic mapping of high frequency words, and utilized a “sounds first” approach to reading strategies. In 2023-24, this group will continue to meet, with the goal of focusing on reading and writing progressions and using data to grow students along those continuums. The HLCS director of literacy will use these findings to inform shifts in our ELA program going forward to ensure that all students are receiving high-quality, science-based reading instruction.
- **Piloting a different approach to small group reading instruction and assessment:** As part of the professional learning community's research, HLCS will pilot new approaches in the lower elementary classrooms for students below an F&P level J. Teachers will increase their usage of decodable texts, administer alternative assessments, and collect data on effectiveness of instruction. The HLCS director of literacy will use data from this pilot to inform long-term shifts in reading instruction for K-5.
- **Focus on high-quality conferring:** In line with SUNY renewal feedback and our own identified next steps, HLCS has planning training around high-impact conferring practices to increase rigor across academic subjects. Within ELA, HLCS is focusing on Guided Reading, Independent Reading and Writing instruction for high-quality conferring.
- **Integrating computer-based assessments in Grades 3-5:** In Grades 3-5, Harlem Link will incorporate computer-based assessments in ELA, Math and Science. In order to prepare upper grade students for the computer-based Testing, as New York State continues to roll out these assessments, Harlem Link will have selected Level 3 assessments on the computer, so that students can prepare for NYS Tests using computers.
- **Identifying and developing touchstone assessments for student portfolios:** Growing out of the work of several PLCs this year, our instructional leadership team identified key units in

each grade whose assessments would be included in the pilot of digital student portfolios launching this year. These units and assessments will center key standards in ELA and Math, while allowing students opportunities to show mastery of skills and standards in ways that allow creativity, choice, and self-evaluation.

- **Expanded Use of NWEA MAP Data:** In line with SUNY's renewal feedback, HLCS has planned trainings to increase teacher accountability and ownership over student academic data. This means teacher leaders on each grade team will be trained in data analysis protocols that support creating high-leverage action plans for students across academic subjects.

## GOAL 2: MATHEMATICS

Each year scholars will demonstrate proficiency in mathematics.

### BACKGROUND

HLCS uses a constructivist approach to math in which students are the primary sense-makers of the math world around them. Teachers facilitate deep conceptual understanding of grade-specific standards through inquiry-based math tasks that build upon schema and students' knowledge about the world. To prepare teachers for our approach to math, the Instructional Leadership Team provides coaching in the constructivist approach, including the use of developmentally appropriate manipulatives that help students build concrete models until they are ready for more abstract math thinking. In 2022-23, our K-5 curriculum was based on Savvas Realize and the program was vertically aligned to ensure students master all necessary standards in each grade. Students attend a daily Math Workshop that includes math routines, inquiry-based investigations, math games designed to develop fluency and number sense, and math discourse where students are required to explain their thinking.

One of our approaches to building student engagement in math is our use of Cognitively Guided Instruction (CGI), a student-centered approach to teaching problem-solving. CGI starts with what students already know and builds on their natural number sense and intuitive approaches to problem solving, ending with a discourse driven by students who solved the problem differently but correctly. The teacher supports this process by creating a visual model of each student strategy while they speak to their peers, in order of increasing sophistication. This process uncovers connections and access points that lead all students to move across a continuum of more complex and flexible strategies.

HLCS has a math intervention block twice weekly for lower grades and four times per week in the upper grades, modeled after our successful literacy stations approach. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests.

In the 2022-23 school year, HLCS added one new Special Education Teacher Support Services (SETSS) on the HLCS staff. This new SETSS teacher, along with the other SETSS teacher, worked with students in Math and ELA based on their IEP needs.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-5.

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	45	3	11		0	0	0		59
4	49	3	10		0	0	0		62
5	55	3	5		0	0	0		63
6	0	2	0		0	0	0		2
7									
8									
All	149	11	26	0	0	0	0	0	186

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	45	30	67%	38	26	68%
4	49	22	45%	39	19	49%
5	55	34	62%	51	32	63%
All	149	86	58%	128	77	60%

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### 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 <sup>nd</sup> Year		All District 5 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	38	37%	510
4	49%	39	34%	462
5	63%	51	30%	495
All	60%	128	34%	1467

### 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.

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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	91.0	37.9	32.0	0.29
4	89.0	34.4	25.6	0.47
5	87.7	6.5	31.8	-0.90
All	89.2	26.0	26.4	-0.06

#### 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.

#### Optional Math Measure 5

Each year, the school's median growth percentile on the NWEA MAP assessment in Math of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 5<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

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### NWEA

#### 2022-23 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th 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	265	36	No

#### End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment

##### By All Students

Grades	Median Growth Percentile	Number Tested
1	26	45
2	24	56
3	56	54
4	31	53
5	45	57
All	36	265

### SUMMARY OF THE MATHEMATICS GOAL

The charter school met one of the four mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's median growth percentile on the NWEA MAP assessment in Math of all 1st through 5th grade students was 36, falling short of the target of 50. Grade 3 did have a median growth percentile of 56.

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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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Optional Absolute	Each year, the school's median growth percentile on the NWEA MAP assessment in Math of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Not Met

### EVALUATION OF THE MATHEMATICS GOAL

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

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - o The charter school did not meet this measure. Overall, 60% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 5 were our high points with 68% and 63% scoring at levels 3 and 4 respectively. 4th grade performed below our average with 49% proficient.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - o The charter school did meet this measure with our 60% proficient compared to the district's 34% overall in grades 3-5. The NYC math proficiency rate in grades 3-5 is 53%.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis

- The charter school did not meet this measure, having an effect size of -0.06.
- 4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
  - Based on the NWEA MAP exams that were administered three times, the school's median growth percentile of all 1st through 5th grade students was not greater than 50.

### MATHEMATICS ACTION PLAN

In the 2023-24 school year, we are implementing the following practices to target improved student outcomes in Math:

- **Implementation of new math curriculum in Grades K-5:** In 2023-24, HLCS will begin using Go Math as the new math curriculum. We believe in our investigations-based approach, but that the former math program was not adequately preparing Grades 3-5 students for success in math. Additionally, the former program did not include some newer standards for Grades 1 and 2. The new math curriculum is standards-aligned to the New York State Next Generation Standards. During this past school year, a subcommittee composed of teachers and Instructional Leadership Team members investigated different math programs for implementation. This program also has a game-based computer program, Waggle, for students to use. Students will use this during the school day and have expectations for using it at home. Additionally, teachers will have extensive training in this program during our summer training, along with ongoing coaching from the Instructional Leadership Team.
- **Introduction of new professional learning community focused on math:** In 2023-24, there will be a new professional learning community (PLC) focused on vertical alignment in Grades K-5 with our new math program. This focus on unpacking standards and developing strategies for high-quality instruction will support growth in student outcomes. This PLC will take the focus on standards and integrate this knowledge into HLCS's first year of student portfolios. By focusing on student work and lesson studies, teachers will have increased knowledge and ideas for new practices to implement in classroom instruction.
- **Continuation of small group math intervention block in K-5:** Students will continue to have a math intervention block, known as Math Stations, twice a week for lower grades and four times a week for upper grades, modeling after our successful literacy stations approach. During this time, teachers will use the stations teaching approach to reteach content based on data from exit tickets, quizzes and tests. We will continue to have this in the 2023-24 school year using new resources from the new math curriculum.
- **Identifying and developing touchstone assessments for student portfolios:** Growing out of the work of several PLCs this year, our instructional leadership team identified key units in each grade whose assessments would be included in the pilot of digital student portfolios launching this year. These units and assessments will center key standards in ELA and Math,

while allowing students opportunities to show mastery of skills and standards in ways that allow creativity, choice, and self-evaluation.

- **Expanded Use of NWEA MAP Data:** In line with SUNY's renewal feedback, HLCS has planned trainings to increase teacher accountability and ownership over student academic data. This means teacher leaders on each grade team will be trained in data analysis protocols that support creating high-leverage action plans for students across academic subjects.
- **Integrating computer-based assessments in Grades 3-5:** In Grades 3-5, Harlem Link will incorporate computer based assessments in ELA, Math and Science. In order to prepare upper grade students for the Computer-Based Testing, as New York State continues to roll out these assessments, Harlem Link will have selected Level 3 assessments on the computer, so that students can prepare for NYS Tests using computers.

## GOAL 3: SCIENCE

Students will demonstrate competency in the understanding and application of scientific reasoning.

### BACKGROUND

The science team uses the Full Option Science System (FOSS) science program to promote an exploratory approach to learning and experimentation through observations, deductive reasoning, and an understanding of the scientific method. All grades participate in two periods of science instruction per week. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. Science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

### 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 New York State Science 4 assessment is no longer administered.

#### Science Measure 2 - Comparative

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

Not Applicable

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

New York State did not administer the science assessment in 4th grade in 2022-23.

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

## ACTION PLAN

In the 2023-24 school year, we are implementing the following practices to target improved student outcomes in science given the new Computer Based Testing (CBT) Science Exam for 5th Grade:

- **Increasing the number of science periods for 5th Grade:** In order to prepare 5th Grade students for the new New York State Science Test, the 5th Grade students will have an increase in science periods. 5th Grade students will have science three times a week, compared to two times a week from the past school year.
- **Implementing new science units from FOSS Pathways Elementary in Grades 3-5:** There were new FOSS Pathways Curriculum Units developed in Grades 3-5, and Harlem Link has invested in an updated FOSS curriculum that continues its alignment with science standards. The two science teachers, both lower and upper grade teachers, will have training in this new curriculum over the summer to prepare for teaching and learning for the upcoming school year.
- **Initiating a new computer typing program for Grades 1-5:** As Harlem Link has moved to increased Computer-Based Testing, HLCS recognized the need for a program to teach students specific skills and content to support fluency in computer-based programs. The curriculum includes pre-keyboarding skills, typing skills to support fluency, technology readiness, coding basics, digital citizenship and online safety.
- **Integrating computer-based assessments in Grades 3-5:** In Grades 3-5, Harlem Link will incorporate computer based assessments in ELA, Math and Science. In order to prepare upper grade students for the Computer-Based Testing, as New York State continues to roll out these assessments, Harlem Link will have selected Level 3 assessments on the computer, so that students can prepare for NYS Tests using computers.
- **Hired a new Upper Grade Science teacher:** In preparation for 2023-24, Harlem Link hired a new Upper Grade Science teacher to lead Grades 3-5. This new teacher will utilize the new FOSS Pathways units, along with the preparation for Computer-Based Testing.

## GOAL 4: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

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

### ADDITIONAL CONTEXT AND EVIDENCE

Harlem Link continues to be in good standing.