



Lamad Academy Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 1, 2023

By: Reverend Alfred Cockfield

1060 Clarkson Avenue, 4th Floor
Brooklyn, NY 11212

833-465-2623

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Rev. Alfred Cockfield, Executive Director, 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)
Adrian Brijadder	Treasurer	Finance
Abenaa Frempong-Boadu	Trustee	Academic
Kenneth Alpecin	Secretary	None
Rubain Dorancy	Chair	Academic
Gregorio Mayers	Trustee	Academic

Reverend Alfred Cockfield has served as the Executive Director since August 2020.

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but inspire students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally developed social-emotional curriculum. In addition, teachers take frequent temperature checks of students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also has a full-time

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social worker on staff who provides support to all students experiencing social emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2020-21	69	N/A	N/A	69
2021-22	45	60	N/A	105
2022-23	52	70	65	187

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English Language

BACKGROUND

LACS utilizes the Engage NY ELA curriculum, which includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year, and the modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module culminates in an end-of-module performance task that can provide information to educators on whether students in their classrooms are achieving the standards.

LACS pairs the Collections Curriculum with Engage NY ELA Curriculum to give students and teachers the ability to adapt lessons and to differentiate instruction as needed. Collections focuses on the development of students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Collections also provides a multi-faceted digital and print approach that transcends the traditional anthology and resonates with today's students.

In addition, LACS uses the Step Up to Writing program, which teaches students the essential skills to be proficient writers. Students practice explicit, systematic instruction in all aspects of writing.

Students focus on informative/explanatory, opinion and narrative writing in depth. Within this program teachers use strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to develop research reports, across content areas especially in STEM topics.

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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	
6	50	0	1	0	0	0	2	53
7	59	0	4	0	0	0	9	72
8	56	0	0	0	0	0	10	66
All	165	0	5	0	0	0	21	191

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	50	11	22%	N/A	N/A	N/A
7	59	17	29%	31	11	35%
8	56	29	52%	48	24	50%
All	165	57	35%	79	35	44%

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

¹ 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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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.²

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
6	N/A	N/A	N/A	N/A
7	35%	31	N/A	N/A
8	50%	48	N/A	N/A
All	44%	79	N/A	N/A

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.³

2021-22 English Language Arts Comparative Performance by Grade Level

² 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](#).

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

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
6	62.2%	23.7	55.3	-1.92
7	71.7%	18.0	42.6	-1.34
8	N/A	N/A	N/A	N/A
All	67.6%	20.5	48.1	-1.59

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: **i-Ready**

I-READY

2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	150	61%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	98	152%	Yes

⁴ 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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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	42% ⁶	34	115%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	66	9%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	6%	50	N/A	N/A
7	12%	59	21%	29
8	0%	41	0%	37
All	7%	150	9%	66

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

Grades	Median Percent of Annual Typical Growth	Number Tested
6	29%	50
7	112%	59

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

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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8	42%	41
All	61%	150

SUMMARY OF THE ELA GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 31 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was also not met. The school’s effect size is significantly below the stated 0.3 goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot be measured, district results are not available
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.	No
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Of the two measurable English language arts goals, Lamad did not exceeded the comparative goal, which measures economically disadvantaged student performance. The school’s sixth and seventh grades had an effect size that was more than one point below the stated goal of .3.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the ELA exam. Overall, 44% of Lamad students enrolled at the school for at least two years achieved proficiency on the state ELA exam. The school’s eighth grade had the highest percentage of students achieving proficiency on the exam, 50%, two percentage points below the proficiency percentage for the entire eighth grade.

ADDITIONAL CONTEXT AND EVIDENCE

On the 2022-23 New York State ELA assessment exam, the percentage of Lamad students enrolled at the school for at least two years and testing at a proficient level was nine percentage points above the overall percentage of students achieving proficiency. Further, when comparing iReady results between the 2021-22 school year and the 2022-23 school year, there was a four percentage point increase among students enrolled at the school for at least two years achieving mid-on grade level or above.

ELA ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Reading. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals.

The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3-Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 2: MATHEMATICS

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

BACKGROUND

LACS utilizes the Engage NY Math/Eureka Math curriculum that is aligned with the New York State Next Generation Learning Standards. The Math curriculum is structured around the essential instructional shifts needed to implement standards. The essential principles are focus, coherence, fluency, deep understanding, application, and dual intensity. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. The math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. In addition, Engage NY/Eureka Math presents real world, life application relatable themes and problem solving that are integrated into math units, connecting to the school's focus on project-based learning. Rubrics that are included with the curriculum allow teachers to evaluate the quality, rigor, and alignment of their lessons.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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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	
6	48	1	0	0	0	0	5	0	54
7	59	0	0	0	0	0	13	0	72
8	56	0	0	0	0	0	10	0	66
All	163	1	0	0	0	0	28	0	192

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
6	48	18	38%	N/A	N/A	N/A
7	59	16	27%	32	9	28%
8	56	17	30%	48	14	29%
All	163	51	31%	80	23	29%

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

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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
6	N/A	N/A	N/A	N/A
7	28%	32	N/A	N/A
8	29%	48	N/A	N/A
All	31%	80	N/A	N/A

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	
6	62.2%	8.1	36.3	-1.54
7	71.7%	2.1	27.4	-1.32
8	N/A	N/A	N/A	N/A
All	67.6%	4.7	31.3	-1.42

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.

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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: **i-Ready**

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	143	115%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	93	140%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	130% ⁸	37	93%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	57	4%	No

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	0%	50	N/A	N/A
7	2%	55	4%	27
8	3%	38	3%	30
All	1%	143	4%	57

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

Grades	Median Percent of Annual Typical Growth	Number Tested
6	114%	50
7	138%	55
8	115%	38
All	115%	143

SUMMARY OF THE MATHEMATICS GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 46 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was also not met. The school's effect size is significantly below the stated 0.3 goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot Measure, district results not available

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

EVALUATION OF THE MATHEMATICS GOAL

Of the two measurable mathematics goals, Lamad did not exceed the comparative goal, which measures economically disadvantaged student performance. The school’s sixth and seventh grades had an effect size that was more than one point below the stated goal of .3.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the math exam. Overall, 29% of Lamad students enrolled at the school for at least two years achieved proficiency on the state math exam. The school’s eighth grade had the highest percentage of students achieving proficiency on the exam, 29%, one percentage point below the proficiency percentage for the entire eighth grade. 38% of the school’s sixth grade achieved proficiency on the state math exam, the highest achieving grade in the school.

ADDITIONAL CONTEXT AND EVIDENCE

The percentage of Lamad students achieving proficiency on the State mathematics assessment exam increased significantly from the 2021-22 school year to the 2022-23 school year. Overall, the percentage of students achieving proficiency increased over 26 percentage points. During that same time, there was nearly a 29-percentage point increase in proficiency among students enrolled at the school for at least two years. Similarly, there was a 23-percentage point overall increase among students’ median percentage of annual typical growth on the iReady math assessment between the 2021-22 school year and the 2022-23 school year.

MATHEMATICS ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Mathematics. Professional development workshops are then used to guide educators on how to monitor student’s progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals. The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3- Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with

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individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 3: SCIENCE

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

LACS implements FOSS as a foundational program in the science curriculum. FOSS is a research-based and proven inquiry-based science curriculum that provides meaningful science education for elementary and middle school students and prepares them for life in the 21st century. In addition, the FOSS program provides hands-on activities and readings in science. Students apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

LACS pairs the FOSS kits with the Science and Technology Concepts™ curriculum to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level. Science and Technology Concepts™ is an inquiry-centered science curriculum for grades K-10 developed by the Smithsonian Science Education Center. This comprehensive, research-based Next Generation Science Standards and New York Next Generation Learning Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts.

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 did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2023. Instead, the school's 8th grade students took the Earth Science Regents exam.

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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
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	39	12	30.8%	N/A	N/A	N/A
All	39	12	30.8%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither of the two science goals can be measured. The absolute goal cannot be measured because Lamad's 8th grade students took the Earth Science regents exam, not the state science exam. The comparative goal cannot be met because, at the time this report was submitted, the district's Earth Science Regents exam results were not available.

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.	Cannot be measured. The school had all 8 th grade students take the Earth Science Regents exam instead of the state science examination.
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.	Cannot be measured. At the time of submission, the district results were not available.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION OF THE SCIENCE GOAL

Neither of the science goals could be measured, for the reasons stated above.

ADDITIONAL CONTEXT AND EVIDENCE

While the percentage of Lamad students passing the Earth Science Regents exam was below the school's expectations, it should be noted that the percentage of students enrolled at the school for at least two school years who passed the Earth Science Regents exam was over eight percentage points above the total passing percentage for the school.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	0	0	0	0
8	2021-22	0	0	0	0
8	2022-23	Earth Science	66	15	22.7%

ACTION PLAN

The school will evaluate our 8th grade science curriculum to ensure that it is adequately suited to prepare our students to pass the Earth Science Regents exam. Additionally, we will offer more practice Earth Science Regents exams, as well as review courses prior to the administration of the 2024 Earth Science Regents exam.

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

Lamad has been in good standing for each of the last three school years.

