

**LEADERS IN OUR NEIGHBORHOOD
CHARTER SCHOOL**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Celia Sosa, Chief Executive Officer 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)
Tony Stoupas	Chair	Executive, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development
Nicholas A. Ober	Secretary	Human Resources, Facilities, Marketing/PR/Advertising
Herbert Fixler	Treasurer	Executive, Finance/Audit/Investment, Development, Nominating, Facilities
Ruth Jarmul		Marketing/PR/Advertising , Development
Deborah Dumont		Executive, Education, Facilities, Human Resources
Susan Engel		Executive, Nominating, Human Resources, Development
Susan Fine		Facilities
David Schatsky		Finance/Audit/Investment, Marketing/PR/Advertising, Education

Celia Sosa has served as Chief Executive Officer since July 1, 2021.

Sherrie Henry has served as Chief Operating Officer since August 15, 2023.

Alexis Zain has served as Chief Academic Officer since July 1, 2021.

Miatta Massaley has served as Elementary School Director (grades K-2) since July 1st, 2023.

Ada Garcia has served as Middle School Director (grades 3-8) since July 1, 2021.

Matthew Hittenmark has served as High School Director (grades 9-12) since July 1, 2021.

Elizabeth Martin has served as Special Education Director since September 1, 2013.

Maya Severns has served as Director of Development & Marketing since March 11, 2022.

SCHOOL OVERVIEW

Leaders In Our Neighborhood Charter School (LION) Charter School is a K–12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest risk community for children in New York City. Our school’s mission is to develop the character of each student. We unite students, families, and staff in helping each individual achieve their best academically, in sports, the arts, and in service to the community. We believe that passion for learning, self-discovery, leadership, and social conscience is the foundation for success in college and fulfillment in life. At LION, we recognize that all children, regardless of their neighborhood, race, or income, possess inherent potential, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our family partnership and character approach model, we focus on supporting students as they develop their character and the skills they need for life through rigorous academics, self-reflection, and family engagement. Character development is the foundation upon which our college-ready curriculum is built. Our character program involves every student, teacher, and staff member, empowering all LION community members to be their best, support others effectively, and act with purpose, honesty, and humility. LION signature practices include weekly School and Class Meetings, participation in LION Pride, and Seminars.

We have maintained the intentional shifts to our program and structure in response to the post-pandemic challenges. We continue to offer integrated co-teaching to offer students additional support and services, we have instituted a Director of Student Support Services in each division of our school. We continue to recognize the need to sustain students’ and families’ social, mental, and emotional health; as such, have maintained an expanded counseling team that ensures we are able to provide at-risk counseling services.

LION’s high graduation rates, high student and staff retention rates, strong outcomes for special populations, and strong Regents examination results are evidence that we continue to serve our student population effectively and achieve our most important outcome, high school graduation, and its most important goal, college success.

Demographics Breakdown	
Economically disadvantaged	95%
Hispanic	27%
African American	72%
Multiracial	0.2%
Asian	0.5%
Asian/Pacific Islander	0.5%

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White	0.5%
SWDs	24%
MLL	20%

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	81	83	83	81	77	78	78	78	78	17	108	31	113	986
2021-22	50	76	74	77	77	75	75	74	76	86	96	69	42	947
2022-23	75	66	73	81	77	77	79	80	74	79	80	73	67	979

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	54	2	54
2021-22	2018-19	2018	61	2	61
2022-23	2019-20	2019	66	0	70

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

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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 homeschooling 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

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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	54	0	54
2021-22	2018-19	2018	58	3	61
2022-23	2019-20	2019	66	4	70

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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	6	1	7
2021-22	2017-18	2017	3	2	5
2022-23	2018-19	2018	3	8	11

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PROMOTION POLICY

LION's requirements for promotion are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Students must meet the following credit totals to be promoted in ATS: 10th Grade = 8 Credits, 11th Grade = 20 Credits (4 in English, 4 in Social Studies), 12th Grade = 30 Credits.

Graduation from LION High School similarly follows the State Commissioner's Part 100.5 Diploma Requirements in tandem with the memorandum released detailing the use of Exemptions and Special Appeals to satisfy diploma requirements.

Promotion Criteria

Subject	Credits	Required Regents Exams for Graduation 4+1	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	English Language Arts (Common Core)	
MATHEMATICS	6	Algebra (Common Core)	Geometry and Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry <u>or</u> Physics or Earth Science
SOCIAL STUDIES	8	Global History or U.S. History	
4+1 REQUIREMENT	NA	Pass an additional Regents Exam	
HEALTH	1		
THE ARTS	2		
FOREIGN LANGUAGE	2		LOTE Exam + 6 Language Credits
PHYS. ED.	4		
ELECTIVES	7		
TOTAL	44	5	9

GOAL 1: HIGH SCHOOL GRADUATION

LION students will obtain high school degrees within four years.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second-year high school Total Graduation Cohorts will earn 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	71	83%
2022	76	82%

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 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	66	91%
2020	2021-22	77	99%
2021	2022-23	71	77%

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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	54	47	87%
2018	2021-22	61	50	82%
2019	2022-23	70	63	90%

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	63	57	90%
2017	2021-22	54	48	89%
2018	2022-23	61	51	84%

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
2017	2020-21	54	47	87%	1861	71%
2018	2021-22	61	50	82%	1616	75%
2019	2022-23	70	63	90%	1616**	75%**

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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***SY 23 Data Pending*

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.

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	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A

SUMMARY AND EVALUATION OF THE HIGH SCHOOL GRADUATION GOAL

LION continues to exceed most high school graduation measures.

Students at LION in the first (2021) and second year (2022) cohorts exceeded the leading indicator of 75% of students earning ten or more credits in the 2022-2023 school year. LION also exceeded the measure of 75% of students in the high school graduation cohort demonstrating proficiency on three Regents exams; 77% of students in the 2021 cohort demonstrated proficiency on at least three Regents exams. Moreover, 90% of students in the 2021 cohort satisfied the requirement of passing three Regents exams. Our four-year high school graduation rate exceeded the measure by 15%. Following the release of school district graduation rates for the 2022-2023 school year, we can report that we continue to exceed district rates.

LION did not meet the measure of graduating 95% of students in the fifth-year high school total graduation cohort; 84% of students in the 2018 cohort graduated by their fifth year. One student completed an HSE Diploma, and one remains enrolled at LION.

ADDITIONAL CONTEXT AND EVIDENCE

LION did not have any students in the graduating cohort complete an alternative pathway. Accordingly, that measure is not applicable.

ACTION PLAN

In July of 2021, we instituted a Dean of Student Engagement (DSE) role, which will continue supporting students in their 5th year of high school and beyond. LION's DSE also supports students who may be at risk of not meeting graduation requirements by the conclusion of their fourth year of high school. LION will monitor each student's progress toward graduation and work to address credit accumulation concerns by using approved DOE credit recovery partners and strategically supporting students with individualized plans.

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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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
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.	Pending Data
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.	N/A

GOAL 2: COLLEGE PREPARATION

LION Charter School will prepare students with the academic and socio-emotional skills required for success in college and in life.

LION's College Access Program ensures all students are prepared for college. Our goal is to ensure that attending college is a viable option for every student and that all students are provided with needed support that fosters their unique potential. We will continue to evolve our programming in accordance with the needs of our student body. Our services and partnerships seek to enhance the student experience as they explore their myriad postsecondary options.

We partner with a number of organizations to provide access and support to our students. Our partnerships include POSSE, College Now, Get Schooled, The Hunts Point Alliance of Children, The College Action Consortium of New York, New York State Association for College Admissions Counseling, National Association for College Admissions Counseling, National College Access Network, Rocking the Boat, The Opportunity Network, SUNY Attain, and The Options Institute. We have invited City Year, AmeriCorps, and all branches of the armed forces to present to students. We will continue to explore new partnerships in an effort to enhance students' exploration of their postsecondary options.

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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 Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing with an Advancement Placement (“AP”) exam with a score of 3 or higher	52	17	33%
Passing a college-level course offered at a college or university through a school partnership with a college or university	20	12	60%
Earning a Regents diploma with advanced designation	62	37	60%
Achieving the college and career readiness benchmark on SAT	62	19	31%

³ 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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Overall	63	40	64%
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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

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

Matriculation Rate of Graduates by Year⁴

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	47	35	75%
2018	2021-22	50	46	92%
2019	2022-23	62	57	92%

⁴ 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

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SUMMARY OF THE COLLEGE PREPARATION GOAL

LION's College Access Program seeks to ensure all students are prepared for postsecondary success. LION did not meet the absolute measure that 75 % of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. The MIP set forth in the state's ESSA accountability system was not provided. The CCRI for District 8 is also unavailable for this comparative measure. LION met the absolute measure of 75% of graduating students matriculating into a college or university in the year after graduation for the 2018 cohort.

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.	Not Met
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.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

LION did not meet the CCCRI measure; 63% of students in the 2019 cohort met this accountability metric. The district's total cohort CCCRI has not been released. The office of the New York State Comptroller's interactive college readiness map lists eight high schools in District 8 for 2022. LION exceeded the college readiness rates of all eight schools. We are confident that we will exceed this comparative measure when the data is made available.

Our college access and success teams will continue to support current students and alums in their postsecondary pursuits. We are confident that we will continue to meet or exceed the matriculation measure.

Additional Context and Evidence

We recognize that increasing access to and enrollment in AP courses will impact students' readiness for college, college matriculation, and persistence. Thus, we increased the number of students enrolled in AP courses during the 2022-2023 school year by 44%. The chart below reflects our advanced placement program's five-year comparison and growth.

AP Five-Year Score Summary					
	2019	2020	2021	2022	2023
Total AP Students	71	77	76	92	132
Number of	143	130	147	203	264

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Exams					
AP Students with Scores 3+	35	47	36	46	50
% of Total AP Students with Scores 3+	49.30	61.04	47.37	50	37.88

ACTION PLAN

We take seriously our students’ ability to demonstrate college preparedness. We will continue to grow enrollment in AP courses and ensure that our teachers are adequately trained and prepared to instruct at a collegiate level. All AP teachers are enrolled in or will enroll in AP Summer Institutes in preparation for the 2023-24 school year. Additionally, we have refined our approach to the Pre-AP frameworks. Both Pre-AP and AP Courses will use the resources and diagnostics available through AP Classroom. We are confident that these shifts will lay a stronger foundation for students to have access to and be prepared for advanced placement courses.

LION will use the data provided by the first CCRA administration to provide needed interventions in core academic courses. We will administer the CCRA to the 2023 cohort in the spring to gain additional data. We plan to administer the exam in Spring to cohorts of 1st year and 4th year to monitor progress and provide an additional measure of college and career readiness.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: English Language Arts

Leaders In Our Neighborhood Charter School students will demonstrate proficiency in reading and writing.

BACKGROUND

LION utilizes Houghton Mifflin Harcourt’s (HMH) Into Reading in K-5 and Into Literature in 6-8 as a tier I curriculum. LION teachers and instructional leaders work collaboratively to monitor student performance and adjust instruction accordingly to provide tiered intervention and support. During our intervention periods, students are grouped by performance level and teachers provide direct small group instruction where appropriate. Beyond that, students work independently on adaptive software programs including Lexia Core5 in K-5 and PowerUp in 6-8, that provide personalized instruction and additional practice exercises at each student's performance level.

Our High School ELA curriculum is based on a 4-year College Readiness Assessment Program with students enrolled in at least one English course per year for all four years. During the 2022-2023 school year, we implemented the Pre-AP English I and Pre-AP English II curricular frameworks for 9th and 10th-grade students. We also continue expanding our AP Capstone program through increased enrollment in AP Seminar and AP Research courses. AP Language and AP Literature were offered in addition to our

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English III and English IV core courses for 11th and 12th-grade students. The 2022-2023 school year was the first year for our Secondary Literary Societies (SLS) course for 9th and 10th grade students, which served as an additional English course to remediate and accelerate literacy through Lexia PowerUp intervention and authentic and data-driven reading, writing, speaking, and listening instruction.

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	78	-	3	3	-	-	-	81
4	68	-	5	5	-	-	-	73
5	68	-	4	-	-	-	1	73
6	76	-	3	1	-	-	-	80
7	76	-	3	1	-	-	-	78
8	71	-	1	-	-	-	-	72
All	437	0	19	10	0	0	1	457

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	78	19	24.36%	71	16	22.54%
4	68	14	20.59%	66	13	19.70%
5	68	17	25.00%	61	16	26.23%

⁵ 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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6	76	16	21.05%	67	15	22.39%
7	76	22	28.95%	69	18	26.09%
8	71	42	59.15%	63	37	58.73%
All	437	130	29.85%	397	115	29.28%

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.⁶

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	22.54%	71	31.1%	1525
4	19.70%	66	38.7%	1650
5	26.23%	61	34.7%	1718
6	22.39%	67	34%	1668
7	26.09%	69	37.5%	1766

⁶ 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](#).

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8	58.73%	63	48.8%	1828
All	29.28%	397	37.7%	10155

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.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	96.1	13.5	30.0	-0.9
4	92.2	20.8	26.5	-0.33
5	96.1	13.2	21.7	-0.59
6	93.2	31.4	43.6	-0.75
7	94.5	38.6	35.0	0.22
8	94.7	55.4	38.5	1.01
All	94.5	28.7	32.4	-0.22

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

ELA 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.

EVALUATION OF ELA GOAL

29.2% of students enrolled in their second year at LION demonstrated proficiency on the 3-8 New York State English exam; we therefore did not meet the absolute measure of 75% or more of students enrolled in their second year demonstrating proficiency.

LION did not meet the comparison measure of outperforming district performance, as district 8 proficiency in ELA is 37.7%.

Despite not meeting this measure, we continue to demonstrate capacity to exceed district performance by completion of our middle school program. Our 8th grade cohort outperformed CSD 8 and came close to meeting city proficiency rates, as 59.2% of LION 8th graders were proficient compared to 59.9% 8th graders in the city.

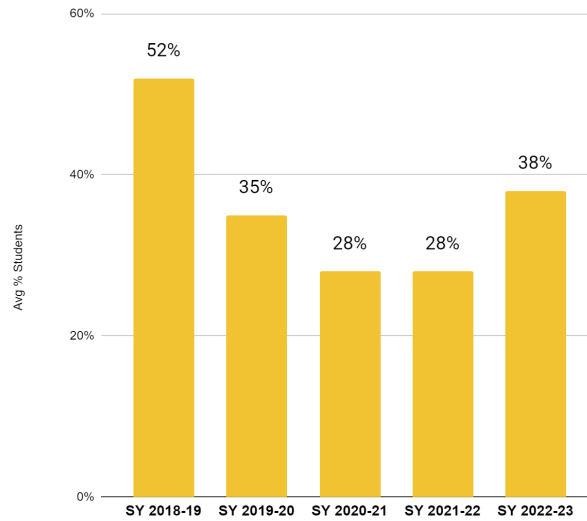
During the course of the school year, we implemented significant shifts in our data analysis and assessment processes and protocols and fine-tuned K-12 curriculum, which we are confident will inform increase in proficiency rates over time.

ADDITIONAL EVIDENCE AND CONTEXT

Beyond careful analysis of the 3-8 NYS assessment results, we continue to rely on NWEA as an objective internal measure of student performance and growth. The chart below reflects our year-of-year growth in the number of students meeting grade level norms in ELA.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Average Percentage of Students at or above Grade Level in NWEA ELA



The percentage of students meeting grade level norms in spring 2023 increased by 10% compared to spring 2022. It is also noteworthy that based on Fall to Spring NWEA administration results, there was evidence of progress, most notably in 4th and 7th grade. In 4th grade, the percentage of students meeting or exceeding the grade level norm grew from 25% in the fall administration to 42% in the spring administration. In 7th grade the percentage of students meeting the grade level norm on NWEA grew from 27% to 39%.

Grade	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
K	63%	-	13%	26%	57%
1st	49%	-	11%	14%	37%
2nd	69%	-	21%	32%	42%
3rd	55%	-	20%	24%	31%
4th	44%	23%	27%	24%	42%
5th	55%	23%	30%	25%	28%
6th	24%	38%	34%	26%	29%
7th	52%	44%	48%	36%	39%
8th	59%	48%	51%	45%	38%
Avg Ss on Grade Level Norm	52%	35%	28%	28%	38%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Lastly, although schools have not yet received data regarding the Performance Index and/or the state’s Measure of Interim Progress, the number of students who entered the ‘22-’23 school year scoring a level 1 decreased by half in 8th grade, by 17% in 7th grade and by 10% in 3rd grade.

ELA ACTION PLAN

We have identified three areas of focus to meet the challenges presented by our student performance or lack thereof: 1) building teacher and leader instructional and pedagogical capacity, 2) ensuring consistent implementation of researched based data driven instructional cycles, protocols, and processes 3) tending to student culture, more specifically joy and engagement in 3-8 classrooms.

While we will continue to use our research-based curricula (Into Reading and Into Literature) we have also developed an instructional framework for English Language Arts at LION which clearly delineates our expectations for teaching and learning. In addition, we have incorporated 3-4 periods of explicit writing instruction into all student schedules.

We have identified internal teacher and student proficiency targets at every performance level as determined by performance on internally created benchmarks and NWEA assessments. Our goal is to maintain the proficiency of students at or above level 3, and to meet proficiency targets we have established across grade levels. We are working closely with our teaching team to monitor student performance throughout the school year and track progress against individual students and grade level goals.

SUMMARY OF THE ELA 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.	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.	Not 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

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.⁹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

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	54	9	27	60%
2018	2021-22	61	33	23	82%
2019	2022-23	N/A	N/A	N/A	N/A

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.

⁹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁰ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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	54	9	43	96%
2018	2021-22	61	33	24	86%
2019	2022-23	N/A	N/A	N/A	N/A

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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	9	11	48%
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	9	21	91%
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

93% of students earned an exemption on the ELA Regents, limiting our ability to indicate what percentage met the performance level 3 and 4 indicators.

ACTION PLAN

LION recognizes our responsibility to monitor and support students' progress beginning in 9th grade. Starting in the 2022-2023 school year, all 9th students, as well as 10th-grade students who have yet to score at a level 4 on the Common Core ELA exam, were enrolled in a Secondary Literary Societies (SLS) course. SLS is an additional year-long ELA class that reinforces college-ready literacy skills. Lexia PowerUp is used to accelerate literacy skills in the SLS course.

LION will continue implementing and expanding SLS, Pre-AP English I, Pre-AP English II, and the AP Capstone courses for all students and ensure students are prepared to meet and exceed the ELA Regents Exam standards. Our continued commitment to an ICT model in these courses will also allow teachers to provide individualized instruction to address identified gaps and accelerate learning. The assessments listed above will continue to provide data for teachers to monitor student progress and create responsive instructional action plans during our quarterly data days.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The high school English Language Arts measures are not applicable to LION given the issuance of exemptions for students in the 2019 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.	N/A
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.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A

LION is committed to providing the resources our students need to become proficient readers and writers.

Given the impact of COVID-19 on literacy development and the role of exemptions granted by the state, we know that this is an area to monitor and continue to provide additional support. We have consistently exceeded applicable measures in years past and expect that we will continue to do so in the

GOAL 4: MATHEMATICS

GOAL 4: Mathematics

Leaders In Our Neighborhood Charter School students will demonstrate proficiency in the application of mathematical skills and concepts.

BACKGROUND

LION utilizes Bridges in Mathematics in K-5 and Connected Math Project 3 (CMP3) in 6-8 as a tier 1 curriculum. LION teachers and instructional leaders work collaboratively to monitor student performance and adjust instruction accordingly in order to provide tiered intervention and support. During our intervention periods, students are grouped by performance level and teachers provide direct small group instruction where appropriate. Beyond that, students work independently on adaptive software programs that provide personalized instruction and additional practice exercises at each student’s performance level. Students in the 8th grade are enrolled in an Algebra I course, which culminates in a regents exam.

Our High School mathematics curriculum begins with Pre-AP Algebra I, followed by Pre-AP Geometry with Statistics, Pre-AP Algebra II, and AP Calculus. Students who demonstrate college readiness on the Algebra I Regents begin 9th grade in Pre-AP Geometry. We also offer a Computer Science course as an alternative or supplementary math course for 11th and 12th-grade students.

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	76	1	4	3	-	-	-	-	81
4	67	-	5	5	-	-	1	-	73
5	68	1	4	2	-	-	-	-	73
6	78	-	1	1	-	1	-	-	80

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

7	75	1	2	1	-	-	-	-	78
8	-	-	-	-	-	-	-	71	72
All	364	3	16	12	0	1	1	71	457

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	76	28	36.84%	69	25	36.23%
4	67	26	38.81%	66	25	37.88%
5	68	25	36.76%	61	24	39.34%
6	78	35	44.87%	69	31	44.93%
7	75	41	54.67%	68	37	54.41%
8	-	-	-	-	-	-
All	364	155	42.39%	333	142	42.56%

In 2022-23, 100%¹ of students enrolled in at least their second year demonstrated proficiency on the Algebra I regents.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Algebra I	77	63	81.8%
8	2021-22	Algebra I	77	68	88%
8	2022-23	Algebra I	71	69 ¹	100% ¹

¹ Pending August Regents Special Appeals

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	36.23%	76	40.9%	1569
4	37.88%	67	37%	1686
5	39.34%	68	35.5%	1764
6	44.93%	78	35.3%	1687
7	54.41%	75	35.3%	1783
8	-	-	30.8%	1663
All	42.56%	364	35.8%	10152

Math Measure 4 - Comparative

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	96.1	13.0	29.8	-0.86
4	92.2	27.5	24.0	0.19
5	96.1	10.8	17.8	-0.43
6	93.2	19.7	20.4	-0.04
7	94.5	20.6	16.5	0.27
8	-	-	-	-
All	94.5	18.1	21.8	-0.19

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.

EVALUATION OF THE MATHEMATICS GOAL

We did not meet the absolute proficiency measure of 75% proficiency in math in grades 3-8, as 42.3% of students in their second year demonstrated proficiency on the 3-8 math exam. LION did, however, outperform the district, as the district proficiency rate was 35.8%. Notably, students in the 6th and 7th grade outperformed the district by 9% and 19% respectively.

Lastly, 8th grade students at LION do not sit for the NYS Math exam and instead complete the Algebra I regents exam. 100% of our 8th graders sat for the Algebra I regents and 100% of our students demonstrated proficiency on the Algebra I regents.

ADDITIONAL CONTEXT AND EVIDENCE

We are proud of our students' progress in math. Our 7th grade cohort outperformed city proficiency rates by 3.5%. We will continue to build deep conceptual knowledge and procedural fluency in our younger students, while simultaneously addressing gaps in content mastery in the upper middle school grades.

MATHEMATICS ACTION PLAN

For the 2023-24 school year, we will continue to use *Bridges in Mathematics* (Bridges) for grades K-5. We will discontinue the use of *Connected Math Project 3 (CMP3)* as our tier 1 curriculum and instead have adopted *Into Math* from Houghton Mifflin Harcourt (HMH) in grades 6-8. Based on our assessment, CMP3 built students’ conceptual understanding, however there was an imbalance as it pertained to building conceptual understanding and providing opportunities for procedural fluency. We attribute the gaps in student performance in the upper grades in part to the imbalance in the previous curriculum; Into Math provides both and is better aligned to our students’ and teachers’ needs. We have also adopted iReady for tier 2 support in mathematics.

We have shifted our approach to professional development for teachers in our math department and now have two highly qualified instructional coaches focusing exclusively on mathematics. They are charged with the responsibility of ensuring that teachers possess a solid understanding of mathematical content in spite of prior training or teacher certification, high leverage pedagogical practices and instructional strategies in mathematics.

Finally, as is the case in ELA we have identified internal teacher and student proficiency targets at every performance level as determined by performance on internally created benchmarks and NWEA assessments. Our expectation is that we maintain the proficiency of students who are proficient and that we are demonstrating progress across exam administrations aligned to predetermined student targets.

SUMMARY OF THE MATHEMATICS 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 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

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 percentage 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	54	27	18	67%
2018	2021-22	61	43	12	67%
2019	2022-23	N/A	N/A	N/A	N/A

High School Math 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 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	54	6	47	98%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	61	11	47	94%
2019	2022-23	N/A	N/A	N/A	N/A

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

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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 meet 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

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The high school Mathematics measures are not applicable to LION, given the issuance of exemptions for students in the 2019 cohort.

While we are unable to analyze our performance against these measures given the issuance of exemptions per New York State guidelines, we have consistently exceeded the expectation that 80% or more students in our graduating cohort will meet or exceed a level three. We are confident that we will continue to exceed math accountability measures. We have expanded our math team and prioritized hiring teachers with advanced math and science experience to enhance instruction and support students' pursuit of the Advanced Regents Diploma.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By incorporating the Pre-AP curriculum in Algebra, Geometry, and Algebra II, we expect students will be better prepared to access and excel in advanced mathematics in high school and college. Additionally, the vertical and horizontal alignment of curriculum expectations for students and staff inform more cohesive transitions toward advanced coursework.

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

100% of students earned an exemption on the Algebra I, Geometry, and/ or Algebra II Regents. Accordingly, we are unable to report our performance against these measures.

ACTION PLAN

Continued implementation of Pre-AP Algebra I, Pre-AP Geometry with Statistics, and Pre-AP Algebra II courses for all students will ensure students are prepared to meet or exceed math accountability measures. In addition, our continued commitment to an ICT model in these courses will allow teachers to provide individualized instruction to address identified areas for improvement and accelerate learning. Pre-AP assessments will provide data for teachers to monitor student progress and create responsive instructional action plans.

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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	(currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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.	N/A

GOAL 5: SCIENCE

Goal 5: Science

LION Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

BACKGROUND

LION utilizes HMH’s Into Science (in K-7) and Dimensions Earth and Space Science curriculum (in grade 8). Classroom instruction is based on the 5E model: engage, explore, explain, elaborate, and evaluate science using hands-on experiences. Our course sequence follows a logical vertical progression in K-7 with an emphasis on the various disciplinary core ideas and crosscutting concepts. Students in the 8th grade are enrolled in Earth Science which culminates in a regents exam.

Our High School science curriculum is tailored to meet the needs of individual students and begins with the Living Environment or the Physical Science course. Review of student performance on the Living Environment Regents exam and middle school transcripts informs course placement. In 10th or 11th grade, students transition to Chemistry, followed by Physics the next year. We also offer a Computer Science course and AP Computer Science Principles as an alternative or supplementary science course for 11th and 12th-grade students. During the 2022-2023 school year, we utilized the Pre-AP Biology curricular framework for the Living Environment course and the Pre-AP Chemistry curricular framework for the Chemistry course.

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.

We are unable to report 4th grade proficiency as there was no administration of the NYS science examination in grade 4. In grade 8, students completed the NYS Earth Science regents examination.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	N/A	N/A	N/A
All			

ADDITIONAL EVIDENCE

Students in grade 8 are enrolled in an Earth Science course and complete the Earth Science regents in place of the Intermediate-Level Science exam. 55% ¹ of students enrolled in at least their second year demonstrated proficiency on the Earth Science regents.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Total Percent Passing
8	2022-23	Earth Science	70	36 ¹	51% ¹

¹ Pending August Regents Special Appeals

Science Measure 2 - Comparative

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

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

We are unable to compare 8th grade regents performance on this measure, as comparable data is not yet publicly available.

EVALUATION OF THE SCIENCE GOAL

We are unable to evaluate the science goal as there was no administration of the NYS science examination in grade 4.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

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 exam(s). 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	54	4	48	96%
2018	2021-22	61	18	39	91%
2019	2022-23	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

94% of students earned an exemption on the Living Environment, Chemistry, or Physics Regents, which impedes our ability to analyze our performance against this goal.

ACTION PLAN

Following their enrollment in Living Environment during their 9th-grade year, students will take the Physical Science course, which includes one semester of introductory chemistry and one semester of introductory physics, to ensure ample preparation for successful completion of both the Chemistry and Physics courses and accompanying Regents exams during their 11th and 12th-grade years respectively. Our continued commitment to an ICT model in these courses will allow teachers to provide individualized instruction to address identified gaps and accelerate learning. The assessments listed above will provide data for teachers to monitor student progress and create responsive instructional action plans during our quarterly data days. Through careful evaluation of data and curriculum planning and alignment, we will shift to using the New Visions curriculum for Living Environment and Chemistry starting in 2023-2024 to improve student preparedness for those Regents exams and successful completion of those courses.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The high school science measures are not applicable to LION, given the issuance of exemptions to students in the 2019 cohort. In years past, we have consistently exceeded the expectations delineated in both measures. To ensure we continue to meet this goal, we have expanded our team with a focus on hiring teachers with advanced science experience. We expect that this will enhance instruction and support students' pursuit of the Advanced Regents Diploma.

LION's shift to include Earth Science in 8th grade, Living Environment in 9th grade, followed by Physical Science in 10th grade, will improve the preparation and access for students advancing to Chemistry, Physics, AP Computer Science Principles, and other college courses. Additionally, we are confident that the vertical and horizontal alignment of curriculum expectations for students and staff will result in a cohesive transition toward advanced coursework.

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.	N/A
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	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	of the high school Total Cohort from the school district of comparison.	
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GOAL 6: SOCIAL STUDIES

LION students will demonstrate competency in the understanding and application of important ideas from history and the social sciences

BACKGROUND

Our High School Social Studies curriculum begins with Pre-AP Global I, followed by Prep-AP Global II or AP World History: Modern, United States History or AP United State History, and concludes Civics & Economics. We also offer a variety of electives in global history and American studies. We will offer AP African American Studies in the 2023-24 school year.

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. 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	54	21	30	91%
2018	2021-22	61	28	31	94%
2019	2022-23	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	54	9	44	98%
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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.

EVALUATION OF THE SOCIAL STUDIES GOAL

100% of students earned an exemption on the US History or Global History Regents, which impedes our ability to report against this goal.

ACTION PLAN

Continued implementation of Pre-AP Global History for all 9th and 10th-grade students and our offering of AP World History: Modern for 10th-grade and AP US History course for 11th-grade students will ensure students are prepared to exceed the standards of the social studies Regents exams. Our continued commitment to an ICT model across core subject areas will allow teachers to provide

individualized instruction to address identified gaps and accelerate learning. Pre-AP assessments will continue to provide data for teachers to monitor student progress and create responsive instructional action plans during our quarterly data days.

SUMMARY OF THE SOCIAL STUDIES GOAL

The high school Social Studies goal is not applicable to LION, given the issuance of exemptions for students in the 2019 cohort.

While the exemptions for the 2019 cohort limit data availability, we are confident that we will continue to exceed this goal, given our historical performance and program.

Implementing the Pre-AP curriculum will improve the preparation and access for students advancing to AP World History. Additionally, the vertical and horizontal alignment of curriculum expectations for students and staff will inform a more cohesive transition toward advanced coursework.

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.	N/A
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.	N/A
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.	N/A
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.	N/A

GOAL 7: ESSA

ESSA Measure 1

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

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

RESULTS AND EVALUATION

LION Charter School has been in good standing for each year of the current charter term.

Accountability Status by Year

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