

NYC Charter School of the Arts (CSA)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Curriculum and Data Consultant, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Laura Blankfein	Chair	Executive, Membership Recruitment
Peter Sack	Treasurer	Executive, Finance
Max Osse	Secretary	Executive, Family
Matthias Ederer	Trustee	Executive, Finance
Laurence Heilbronn	Trustee	Executive, Membership Recruitment
Michele Murphy Gastel	Trustee	Executive, Program Oversight
Adam Falkner	Trustee	Executive, Program Oversight, Membership Recruitment
Mark Hall	Trustee	Program Oversight

Randall Iserman has served as the Executive Director since January 1, 2022.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving Grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts-based middle school program, open to all learners without portfolio or audition requirements. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2022-23, CSA’s BEDS day enrollment was 215 students. The demographic breakdown of this enrollment was:

- 63% economically disadvantaged;
- 29% students with disabilities (SWD);
- 5% English language learners (including former English language learners); and
- 11% homeless or in foster care

CSA’s five key design elements are grouped into three themes:

Create

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*

Learn

3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*

Thrive

5. *Focus on the Whole Child*

Our Create, Learn, and Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child, but also applies to our Professional Learning Community and the support we provide our

teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

Acceleration of Learning to Mitigate the Effects of the COVID-19 Pandemic

CSA consistently utilizes the whole-child model to identify where students are in their growth socio-emotionally, academically, and artistically. Teachers collaboratively strategize in teams to institute action plans for students requiring more support in any of those three areas. Teachers also provided small spaces to work with students who were absent or falling behind.

Starting in 23-24, two thirty-minute weekly intervention periods have been scheduled for every student, in which students receive explicit instruction with executive-functioning skills, undergo math or reading remediation in small groups, or are tutored in reading, writing, math, and science.

School-wide Accomplishments in the 2022-23 School Year

Create

Resumption of Live Performances

Recitals and ensemble showcases continued to present all CSA students in a range of performing and fine arts disciplines.

Additionally, In the spring, CSA presented the annual musical in-person, which had not happened post-COVID. Mean Girls was a huge hit for students and families alike, and we were fortunate to have a master class with the lyricist of the show, Nell Benjamin.

Phenomenal Art-Based High School Acceptance Rate

The 2022-23 school year showcased many highlights from the arts team at CSA. We had over 90% of students who submitted an audition/portfolio to an arts-based high school accepted into at least one of their top choices.

Learn

Teacher Development

In the 2022-23 school year, we focused on the continuing development of teacher’s co-planning and co-assessing skills. Work in this area included:

- Leadership working closely with the Collaborative for Inclusive Education for another year to further develop teachers' understanding and application of different co-teaching models, best practices for co-planning and co-assessing.
- Having teachers plan their lessons consistently in advance, with the expectation that plans had to include differentiation strategies, common student misconceptions and clear key strategies for students' success.
- Set co-planning time so co-teachers not only could work together on planning, but also be expected to review student work and utilize this data in their plans.

- Consistent support and feedback to co-teachers by the Head of the Supported Education Department.

Continued Improvements in Most Growth and Achievement Metrics from previous years in ELA

In 2021-22, the percent proficient of all students in the State English Language Arts Exam was 62%, whereas the percent proficient of students in at least their second year was 59%. Although one cannot directly compare 21-22 scores with 22-23 scores, proficiency percentages were higher in 22-23, with 68% of all students and 69% of students in at least their second year demonstrating proficiency.

In 2021-22, the ELA NWEA 6th-8th grade average median growth percentile was 64% while in 2022-23 it was 60%. Nonetheless, students with disabilities had a 69% average median growth percentile compared to 54% the previous year.

Continued Improvements in Most Growth and Achievement Metrics from previous years in Math

In 2021-22, the percent proficient of all students in the State Math Exam was 39%, whereas the percent proficient of students in at least their second year was 45%. Proficiency percentages were higher in 22-23, with 66% of all students and 73% of students in at least their second year demonstrating proficiency.

In 2021-22, the Math NWEA median growth percentile was 62% while in 2022-23 the median growth percentile was 69%. Additionally, our students with disabilities had similar success with an average of median growth percentile of 64%.

Algebra I and Living Environment Regents

In the school year 2022-23, Regents scores and participation surpassed that of previous years.

For Living Environment:

- During 2021-2022, there was a 94% participation rate on the Regents based on all 8th graders who took the course. Out of those students, 50% of the students passed the exam and 11% passed with distinction.
- During 2022-23, there was a 98% participation rate in the Regents with 75% of students passing and 24% passing with distinction. The passing rate for students with disabilities also increased from 50% in the school year 2021-22 to 63% in 2022-23. Additionally, 25% of these students passed with distinction in 2022-23.

Algebra I also experienced improvements in students' scores and achievement.

- In 2021-22, there was a 22% participation while in 2022-23 it increased to 47% of all students.
- In 2021-22 100% of students passed; no students passed with distinction. In the most current school year 2022-23, 96% of students passed the Algebra I regents while 11% of these students passed with distinction. Moreover, 100% of students with disabilities who took the Algebra I Regents passed and 17% passed with distinction.

Thrive

Enhanced Advisory

CSA is committed to a whole child model; we affirm there is a deep connection to academic success, socio-emotional wellness and personal development. Our advisory curriculum helps students foster their place in the CSA community as well as a deeper sense of awareness of the world around them. We introduced a new socioemotional curriculum, Character Strong as well as Restorative Circles to our advisories. Our students also had the opportunity to engage with diverse artwork in our popular Art Reflection Time practice.

Multiple School Spirit Events

We hosted a series of well-received special events to foster a sense of school spirit and pride: Winter Party, Winter and Spring Spirit Weeks, Career Day, Field Day, Movie Day and Senior Prom. Of note, attendance increased noticeably during Spirit Weeks, thus we plan to continue and expand special programming.

High School Placement

It is extremely important for us to find the best placement for our students and we assist them with family high-school counseling and after-school portfolio and audition prep. In 2022-23, 80% of graduates were accepted into one of their first three choices for high school and 88% were accepted into one of their first five choices. In 2022-23, two students were accepted at Brooklyn Technical, a specialized high school. In addition, 7 students received offers from highly selective schools, including Beacon, Baruch, Millennium, and NEST+M. We continue to excel with the number of students accepted to arts high schools. Next year 60% of our graduates will attend an arts school, including 9 to Fiorello H. LaGuardia High School of Music & Art and Performing Arts, 8 to High School of Art and Design, 3 to Frank Sinatra School of the Arts, 1 to Special Music School, and 1 to Professional Performing Art School.

Whole School

Digital Portfolios

The 2022-23 school year marked the fourth year of digital portfolios at CSA. Digital portfolios are three-year compilations of work that teachers and students can use to assess the multiple types of learning that take place at CSA and evaluate student growth over time. All students have digital portfolios that house artifacts and reflective statements from every semester in every academic class, core-art class, and ensemble class. On average, students post twelve entries in their Google Sites every year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2020-21	66	98	99	263
2021-22	72	72	102	246
2022-23	61	70	83	215

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students' creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the Wit and Wisdom curriculum, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

Lessons, materials, and units are designed using Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in ELA during the 2022-23 school year by using the following:

- Exit Tickets
- School-created ELA Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Module Wit and Wisdom Writing Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

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	63	2	2		0	0	1	68
7	62	4	2		0	0	1	69
8	51	15	8		0	0	0	74
All	176	21	12	0	0	0	2	211

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	63	42	67%			
7	62	40	65%	52	33	63%
8	51	38	75%	41	31	76%
All	176	120	68%	93	64	69%

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.

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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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.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
7	63%	52	77%	2007
8	76%	41	79%	1813
All	69%	93	78%	3820

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

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 release of the 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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2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
6	76.4	71.4	50.0	1.28
7	68.1	57.1	43.8	0.72
8	62.7	57.1	48.0	0.49
All	68.7	61.9	47.6	0.82

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(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

ELA NWEA

2022-23 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	176	59	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	80	39	No

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 growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	56 ⁶	55	66	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	60	59%	No

SUMMARY OF THE ELA GOAL

Overall, 69 percent of students in at least their second year at CSA achieved proficiency on the NYS ELA exam in 2022-23. Our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 0.82 in 2021 - 22; this score exceeded the target of 0.3, demonstrating that our students are proficient to a much higher degree than demographically similar public schools statewide.

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.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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

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

⁶ Target should reflect the median growth percentile 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 growth percentile of all students at the school not included in that subpopulation.

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

EVALUATION OF ELA GOAL

CSA student proficiency in ELA, as demonstrated by performance on the State Exam, continues to improve yearly. In 2021-22, 62% of all students demonstrated proficiency, whereas 59% of students in at least their second year were proficient. Although one cannot directly compare 21-22 scores with 22-23 scores, proficiency percentages were higher in 22-23, with 68% of all students and 69% of students in at least their second year demonstrating proficiency. Of note, as a stand-alone middle school with students from every borough, students enter our 6th grade with varied skill levels. As students progress through remediation and subsequent rigorous instruction throughout their CSA career, more students master grade-level standards. The eighth-grade cohort demonstrated the highest proficiency, with 75% of all eighth-graders and 76% of eighth-grade students in at least their second year demonstrating proficiency.

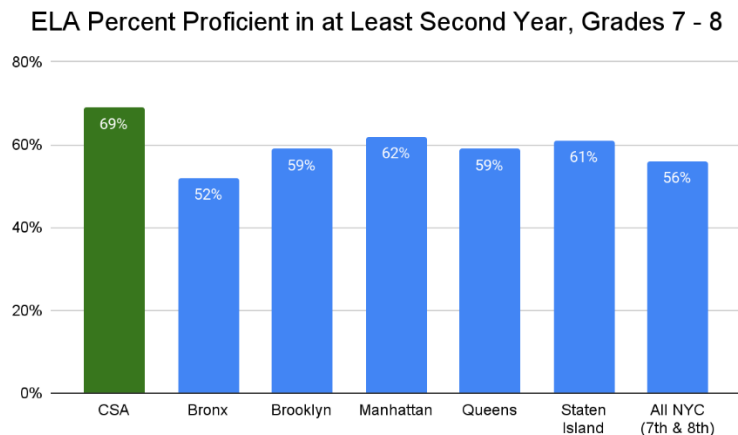
CSA achieved two of the four metrics based on the end of year Reading NWEA MAP assessment in 2022-23 demonstrating growth. The school's median growth percentile of all 6th through 8th grade students was 59%, which exceeded the target of 50%. The median growth percentile of 6th through 8th grade students with disabilities was much greater than that of the general education students at the school with the median growth percentile for SWD and general education students 66% and 56%, respectively.

CSA did not meet the metric for low achievers. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration at 39%. As well, 59% of the students enrolled in at least their second year at the school did not meet the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. However, this 59% is 9% higher than the previous year, demonstrating that compared to last year, more students are proficient at grade-level standards.

ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 7 percent of our enrollment resides there. Our scholars come to us from all five boroughs.

Home District Borough	Percent Enrolled at CSA in 2022-23
Bronx	19%
Brooklyn	40%
Manhattan	26%
Queens	7%
Staten Island	8%



ELA ACTION PLAN

Action Plan for all Academics

- *MTSS Program:* In the 2023-2024 school year, CSA will be introducing the school-wide program, Multi-Tiered System of Supports (MTSS). MTSS is a more holistic approach to identifying the barriers to student success, as opposed to the Response to Intervention (RTI) system utilized before which focused solely on academic performance. We understand that students thrive at school when we follow a whole-child approach, and the MTSS program relies on a network of people from all areas of the school community - Create, Learn, and Thrive - to develop students' competencies. MTSS is set up to support varying levels of learners and recognizes the factors inside and outside the classroom. MTSS identifies the tiers of learning: Tier 1 for all students, Tier 2 for intervention, and Tier 3 for intensive intervention. The tier 1 general education program addresses barriers for both the student and the teacher. Our Head of Supported Education, Laura Neenan, helms our MTSS program and tracks the effectiveness of our Tier 2 and 3 interventions.

As a school, our initiative in developing the MTSS programming is to effectively utilize the data and systems we have built in the last five years to ensure all students have the opportunity for additional support and monitoring for effective interventions.

Overall, all individuals benefit from various levels of support at different points in their education and life. We look at our students holistically and understand there are often conditions and factors out of their control. The MTSS framework is aligned with our mission to support students in all aspects of their social emotional development, behavior, academic and artistic skills at New York City Charter School of the Arts.

- *Remediation / Enrichment Periods:* We have instituted two 30-minute blocks each week for small group remediation or enrichment. Utilizing data, students will be placed in these remediation or enrichment periods for a cycle of six-weeks. After each cycle, data will be reviewed to determine the cycle's effectiveness and plan for the next cycle.
- *Tutoring After School:* A new position, Director of Student Enrichment, has been established, whose purpose is to coordinate after school programming to provide student enrichment across all three domains of the school-- Create, Learn and Thrive. In particular, the Director supports our more robust tutoring program by coordinating with the Head of the Learn Program to make sure students who need to make up work and students who require more intensive instruction attend study hall after school.
- *Increasing Attendance:* We are continuing to strengthen our monitoring and outreach program. Similar to last year, when absences begin to accumulate, students are required to attend mandatory study hall after school so as to both incentivize consistent attendance, but also have a structure so that students will have the opportunity to complete missing work. However, in this coming year as noted above, CSA teachers will helm the majority of the study hall sessions, giving more appropriate, focused review and instruction.

Professional Development Topics for the 2023-24 School Year

Differentiated Professional Development: CSA will continue for the third year on developing our capacity on using data and incorporating differentiation and different co-teaching models to further student growth. Given however, the different levels of teacher experiences, we are offering differentiated professional development. For new teachers, coaches will assign TLAC Online modules, focusing on pacing, classroom management, strategic questioning, and monitoring of understanding. For more experienced teachers, we will provide different opportunities through TLAC and The Collaborative for Inclusive Education that feel purposeful for their levels and goals. Additionally, they will have the opportunity to develop their leadership skills by mentoring other staff members.

Using Data: Leadership is continuing learning about the Data Wise Improvement Process so that we can more effectively work in grade teams to approach and analyze data collaboratively to guide strategic decisions. Each weekly grade-team meeting involves at least 30-minutes of using this process to deconstruct data objectively and create action plans to address what we have uncovered from the data.

Co-teaching: We have focused previously on co-planning and co-teaching and will continue to work primarily this year on co-assessment.

ELA Action Plan

Going forward in 2022-23, our goal is to support growth in reading, particularly for our most struggling readers.

We will use the following curricula to address ELA in 2022-23:

- Wit and Wisdom: We will continue to implement the Wit and Wisdom curriculum, as it has resulted in strong outcomes.
- CSA is implementing world history in 6th grade and U.S. history in both 7th and 8th grades for the 2023-2024 school year. Although the Humanities Wit & Wisdom curriculum integrates important historical time periods, these time periods jump around from one module to the next and do not provide comprehensive depth of understanding. In order to address historical learning gaps, history teachers who have a strong understanding of Wit & Wisdom from all three grades will begin with the geography unit. Students will use McGraw Hill's social studies curriculum to learn history through multiple lenses. This skill of studying perspectives while reinforcing writing and reading skills in Humanities will further help students analyze various nonfiction and fictional texts. We believe that providing history curricula to our students will help create thoughtful, informed citizens who will excel in high school and beyond.

Sixth grade will study World History using McGraw Hill's World History: Voices and Perspectives curriculum. Students will cover geography, early humans, ancient river civilizations, comparative world religions, the Mediterranean world, classical civilizations, and the Byzantine Empire. These units will support student understanding of historical concepts in their humanities Wit & Wisdom curriculum.

Seventh and eighth graders will have the same curricula for the 2023-2024 school year, and in the following 2024-2025 year, eighth graders will pick up on this year's curriculum from the

Civil War to the 21st century. This school year, students will learn geography, the first Americans, exploration and colonization, the formation of the English colonies, and American Independence leading up to the Civil War.

Our scores in NWEA MAP for low initial achievers decreased substantially last year. To address this cohort of students:

- *Intervention Blocks:* Two thirty-minute intervention blocks have been included in this year's schedule. Every six weeks, after data analysis, these students will receive small-group intensive instruction.
- Given the new position of Director of Student Enrichment, there is greater coordination amongst staff and parents in making sure students who require tutoring are attending tutoring sessions after school.
- *iReady intervention:* During each intervention cycle, students on a Tier 2 level of reading support will be working on the digital Read180 curriculum. Students who are at least two grade levels below their current grade level (based on skills) may be in this intervention group. The ICT teachers who support in English and History will be facilitating these Tier 2 groups. The ICT teachers will provide oversight to the intervention, provide 1:1 student support, positive motivation, and additional relationship building with these students who would benefit from this additional literacy support.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

In 2021 - 22, we adopted the enVision curriculum which replaced our previous approach, which drew from multiple resources. All curriculum maps are aligned to the New York State Learning Standards, and provide clear road maps for teachers, students, and families. They include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

Our long-term goal is for all 8th grade students to be successful on the Algebra Regents Exam. In 2022 - 2023, for the first time, we had an Algebra class in which all students enrolled were expected to take the Algebra 1 Regents.

Lessons, materials, and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in Math during the 2022-23 school year by using the following:

- Exit Tickets
- School-created Math Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Unit enVision Assessments

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	
6	63	2	1		0	0	2		68
7	63	3	3		0	0	0		69
8	53	15	5		0	0	1		74
All	179	20	9		0	0	3		211

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	63	36	57%			
7	63	39	62%	53	33	62%
8	53	43	81%	43	37	86%
All	179	118	66%	96	70	73%

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

Grade	All Students			Students in their Second Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	28	27	96.4%	25	24	96.0%			

2022-23 State Regents Algebra Exam Students with Disabilities

Students with Disabilities			
Grade	Number Tested	Number Proficient	Percent Proficient
8	6	6	100%

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra 1	40%	51
8	2021-22	Algebra 1	100%	21
8	2022-23	Algebra 1	96%	28

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	62%	53	77%	2043
8	86%	43	68%	454
All	73%	96	75%	2497

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	
6	76.4	32.8	29.0	.20
7	68.1	48.8	29.1	1.03
8	62.7	38.9	21.6	0.95
All	68.8	39.2	26.0	0.71

Math Measure 5 - Growth

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

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

MATHEMATICS INTERNAL EXAM RESULTS

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

MATH NWEA

2022-23 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	178	65	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	106	48.5	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	66	56	61	No

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁹	2+ students	75%	59	57%	No
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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.	No
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.	No
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.	Yes
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

Overall, 66% percent of all students tested achieved proficiency on the NYS Math exam in 2022-23, compared to 39% percent for the previous year. Although we did not achieve the absolute measure's target of 75%, our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 0.71 in 2021 - 22; this score exceeded the target of 0.3, demonstrating that our students are proficient to a much higher degree than demographically similar public schools statewide.

Similar to ELA, CSA student proficiency in math, as demonstrated by performance on the State Exam, continues to improve yearly. In 2021-22, 39% of all students demonstrated proficiency, whereas 45% of students in at least their second year were proficient. Although one cannot directly compare 21-22 scores with 22-23 scores, proficiency percentages were higher in 22-23, with 66% of all students and 73% of students in at least their second year demonstrating proficiency. As noted previously, as a stand-alone middle school with students from every borough, students enter our 6th grade with varied skill levels. As students progress through remediation and subsequent rigorous instruction throughout their CSA career, more students master grade-level standards. The eighth-grade cohort

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

demonstrated the highest proficiency, with 81% of all eighth-graders and 86% of eighth-grade students in at least their second year demonstrating proficiency.

We are steadily growing our math program, with our long-term goal being that all 8th grade students take the Algebra 1 Regents exam. In 2021 - 2022, although all of our 21 students who took the exam passed, none did so with distinction. In 2022 - 2023, due to the implementation of our new Algebra 1 class, more students took the test, 97.6% passed, and 11% passed with distinction. Of the 6 students with disabilities who took the assessment, all passed and 17% passed with distinction.

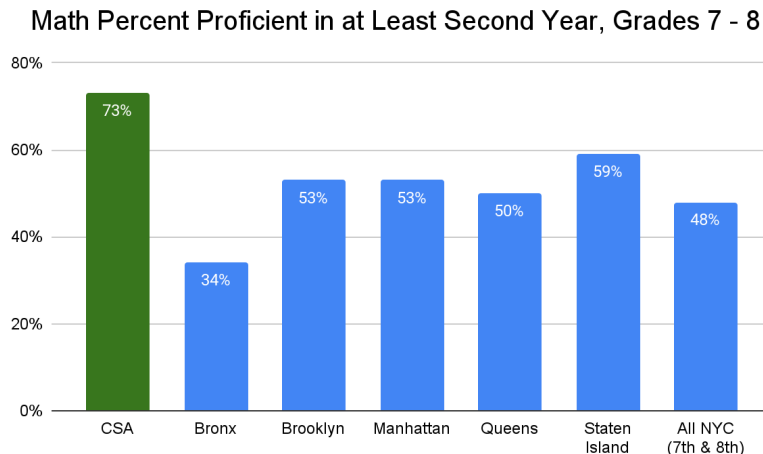
CSA achieved one of the four metrics based on the end of year Math NWEA MAP assessment in 2022-23 demonstrating growth. The school's median growth percentile of all 6th through 8th grade students was 65%, which exceeded the target of 50%. The median growth percentile of 6th through 8th grade students with disabilities was less than that of the general education students at the school with the median growth percentile for SWD and general education students 61% and 66%, respectively.

CSA did not meet the metric for low achievers. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration at 48.5%. As well, 57% of the students enrolled in at least their second year at the school did not meet the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. However, this 57% is 19% higher than the previous year, demonstrating that more students are becoming proficient at grade-level standards.

ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 7 percent of our enrollment resides there. Our scholars come to us from all five boroughs.

Home District Borough	Percent Enrolled at CSA in 2022-23
Bronx	19%
Brooklyn	40%
Manhattan	26%
Queens	7%
Staten Island	8%



MATHEMATICS ACTION PLAN

New Curriculum: Based on teacher feedback, the math problems in the Envision curriculum did not meet the needs of our student population; the workbooks had a few problems that were highly scaffolded and then jumped to extremely rigorous problems without enough guided practice in between. As a stand-alone middle school, we have students in our sixth grade from every borough and many elementary schools, with divergent levels of math fluency and comprehension. The Envision curriculum at times was problematic, with many of our students not on grade level, since the curriculum was either providing too much support or not enough. Our new program, iReady, meets EdReports expectations for focus and coherence, in rigor and practice-content connections, and useability. In particular, it offers customized learning paths, adapting to the many different student skill levels we have at CSA, and allows teachers to differentiate more effectively.

Similar to ELA, our scores in NWEA MAP for low initial achievers decreased substantially last year. To address this cohort of students:

- Two thirty-minute intervention blocks have been included in this year's schedule. Every six weeks, after data analysis, these students will receive small-group intensive instruction.
- For students not meeting in small groups during this intervention time, students will be expected to utilize iReady MyPath during one of these two instructional periods weekly; thus all students, no matter skill level, will receive additional math instruction outside of the daily math period.
- We can also assign iReady intervention lessons to all students to take place during the after school or for homework. With family communication and support, students can have additional practice time outside of the school day.
- Given the new position of Director of Student Enrichment, there is greater coordination among staff and parents in making sure students who require tutoring are attending tutoring sessions after school.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes an NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades (using curriculum from OpenSci), with a focus on biology in the 8th grade (using New Visions curriculum). In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

MIDDLE SCHOOL 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.

METHOD

The school administered the New York State Regents Living Environment assessment to students in 8th grade in spring 2023. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

All of our eighth grade students took the Regents exam rather than the NYS grade 8 science assessment.

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Living Environment	62%	90
8	2021-22	Living Environment	53%	89
8	2022-23	Living Environment	75%	58

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Science Exam Of 8th Grade Students with Disabilities

SWD	Living Environment Regents		
Grade	Number Tested	Number Proficient	Percent Proficient
8	19	13	68%

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.

SUMMARY OF THE MIDDLE SCIENCE GOAL

Students in 8th grade took only the Living Environment Regents exam in 2022-23. 75% of all students and 74% of students in at least their second year earned at least a 65 on the exam.

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

EVALUATION OF THE SCIENCE GOAL

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes an NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades (using curriculum from OpenSci), with a focus on biology in the 8th grade (using New Visions curriculum). In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and

analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

In the 2022-2023 school year CSA hired for the first time a Living Environment teacher with prior experience of teaching this curriculum in a previous school. Data analyzed from weekly Friday quizzes centered on vocabulary and prior Regents questions informed concepts and skills taught the following week. A full-length mock Regents exam was administered a month prior to the actual assessment, so that students could practice and that data collected could inform remediation and review.

ACTION PLAN

In 2023 - 2024, students will again be taught by this especially effective teacher. CSA will continue the successful strategies of the previous year: frequent data review along with a practice exam in the Spring. In the 6th and 7th grades, more units are being added from the OpenSci Ed curriculum. These grades are also focused on adding more practice with graphing, and other forms of data collection and analysis, along with writing using the CER format (Claim - Evidence - Reasoning), to further prepare them for the Regents when they are in eighth grade.

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

CSA continues to be in Good Standing.