

**Our World Neighborhood Charter  
School 2**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Brian Ferguson, CEO

135-25 79<sup>th</sup> Street  
Howard Beach, NY 11414

347-390-3290

Brian Ferguson (CEO) and Richard Lee (CAO) prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

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**Brian Ferguson, CEO has served as the school leader since 2002.**

## SCHOOL OVERVIEW

OWN 2 opened in September 2018 with Kindergarten and 1st grades.

OWN Charter Schools firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter School has created a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose. Staff members are required to reflect on what and how they are teaching and how and why their students are performing. The students are also asked and taught to reflect on their



learning and to communicate with their peers and teachers on how best to help them maximize their potential.

While our culture arises from our mission, vision, and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies, and rituals that support, reinforce, and perpetuate the culture. OWN Charter School believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem solving
- Builds student and teacher commitment to and identification with the school and their communities
- Energies and motivates students and staff
- Focuses attention and behavior on what is important and valued.

Our Pillars of a Positive Community (“Pillars”) curriculum underpins our school culture and is designed to impart to our students the values of our shared community. Pillars provides a construct by which the school imbues its ethical tenets in all that its stakeholders (administrators, teachers, children, families) do. Pillars draw the school community together by embodying its focus on the social, emotional, and academic development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance, and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the Pillars to ensure that all people feel that they are welcome and meaningful members of our diverse school family. As the school makes progress through its candidacy to become an International Baccalaureate school, it is also integrating and using the ten learner profiles that guide the implementation of the PYP program.

## 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	61	69	57	40	24	0	0	0	0	0	0	0	0	251
2021-22	75	53	65	53	37	26	0	0	0	0	0	0	0	309
2022-23	67	76	57	69	58	45	0	0	0	0	0	0	0	372

## GOAL 1: ENGLISH LANGUAGE ARTS

All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language.

## BACKGROUND

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and comprehension. This work along with the amount of reading done is increasing reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN also relies heavily on the EngageNY curriculum modules for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, it introduces students to the joy of reading with authentic literature. OWN Charter Schools students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

## 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	64	0	11	3	0	0	0	74
4	47	1	9	3	0	0	0	56
5	39	0	1	0	0	0	0	41
6								
7								
8								
All	150	1	21	6	0	0	0	171

Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year<sup>[1]</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	64	28	43.8%	58	26	44.8%
4	47	18	38.3%	42	16	38.1%
5	39	12	30.8%	32	12	37.5%
6						
7						
8						
All	150	58	38.7%	132	54	40.9%

**ELA Measure 2 - Absolute**

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

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

**ELA Measure 3 - Comparative**

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

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

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44.8%	58	43.4%	2512
4	38.1%	42	47.8%	2690
5	37.5%	32	46.4%	2724
6				
7				
8				
All	40.9%	132	45.9%	7926

**ELA Measure 4 - Comparative**

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged

data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>[3]</sup>

2021-22 English Language Arts Comparative Performance by Grade Level				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>[4]</sup>		Effect Size
		Actual	Predicted	
3	73.1	32.7	39.6	-0.36
4	75.7	22.2	33.4	-0.64
5	88.5	16.7	24.8	-0.53
6				
7				
8				
All	76.7	26.2	34.8	-0.49

### 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

OWN 2 used iReady assessments three times during this academic year and consistently determined students’ areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts.

We have seen great success with 109% of the students passing ELA lessons on iReady for the 2022-23 school year. Increases in progress to annual growth have continued over the last three years. As the chart below shows, OWN 2 students have made nearly 100% annual growth for the past four years except in 2020-21 (pandemic year). Notably, in 2019-20 the annual growth was over 1.5 grade levels with ELA at 195% and Math at 150%. From the end of year iReady assessment in 2022-23 school year, OWN 1 students gained 109% meaning that they gained over one grade level for the 2022-23 school year. Overall the school gained 19% of student’s meeting progress to annual growth. Notably Kindergarten through 2<sup>nd</sup> gained between 118-131%.

OWN 2 Reading	Progress to Annual Growth
2018-19	92%
2019-20	195%
2020-21	53%
2021-22	90%
2022-23	109%

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

OWN 2 students have shown excellent progress to annual growth with nearly 100% in every year except 2020-21 (pandemic year) when the iReady fall assessment was given remotely. The school has provided computers and iPads for all students since 2020 as well as increased average iReady usage by students on follow up lessons. The pass rate for these lessons assigned by teachers for the 2022-23 school year was 74% for ELA.

For OWN 2, 55% of students on average met typical growth and this is a growth of 26% from 2021-22 school year. The progress of students is notable and reflected in the 109% of students progress to annual typical growth as seen above.

## I-READY

2022-23 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	166	89%	No

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	82	74%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities [9]	85% <sup>[10]</sup>	14	105%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	147	20%	No

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

Grades	All Students	Enrolled in at least their Second Year
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	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	71	30%	64
4	13%	54	12%	49
5	12%	41	15%	34
6				
7				
8				
All	20%	166	20%	147

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	94%	71
4	92%	54
5	69%	41
6		
7		
8		
All	89%	166

**SUMMARY OF THE ELA GOALS**

The student achievement in English Language Arts shows areas of strength and areas for growth both on the NYS test proficiency as well as iReady Annual Typical Progress.

On the NYS tests, students increased their performance from prior years. For the Absolute measure of 75% proficiency of students in their 2nd year, students are below this measure with 38.7% as proficient. For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, students gained in their proficiency as compared to last year however they are still below their district counterparts. For the Comparative measure of effect size greater than 0.3, students were below this measure.

In iReady, students performed very well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 89% meaning that they gained nearly one year on average. For Measure 2- Annual Typical Growth for low achievers, students achieved 74%.. For Measure 3- Students with Disabilities gained 105% and above the General Education students who gained 85%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 20%.

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.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

**EVALUATION OF ELA GOAL**

The student achievement in English Language arts shows areas of strength and areas for growth. Student proficiency on the NYS ELA exam on average made significant gains of 14.8% compared to last year's exam. There were significant gains at every grade level tested. Students in their Second Year or more in the school scored higher than the overall group in all grades except 4th grade which was even. While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels. Progress to Annual Typical Growth on iReady assessment is above 100% or close to that for all grades except 5<sup>th</sup> grade. It is evident that OWN 2 is making good progress in having high student achievement with significant gains in proficiency compared to last year and closer to district average. It is notable that over 49% of the student population comes from District 19 and OWN 2 proficiency are relatively even. With the pandemic, there was some regression with some students yet this is being made up through response to intervention groups, continual assessment and additional academic support and programs.

The school is addressing areas and standards that students did not test well in using data from the NYS test, NYC instructional report, iReady and other assessments. Significant professional development time is being provided for these areas with the Chief Academic Officer, Director of Curriculum and Instruction, Principal, Assistant Principal, coaches and outside professional companies. We are confident that this will help to increase student proficiency.

**ELA ACTION PLAN**

OWN 2 is committed to having all its students develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN 2 has committed to improving the outcomes of its reading and writing programs in K-5. That will be accomplished with a robust intervention program that includes an ELA coach, reading specialist, Academic Intervention team and teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

## GOAL 2: MATHEMATICS

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

### BACKGROUND

The teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter School students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument, and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School must offer a balanced approach to instruction, OWN Charter School believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School's students' ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics. In addition to the Go Math curriculum teachers draw heavily from the Engage NY Math modules provided by NYSED.

## 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	65	0	11	3	0	0	0	74	63
4	46	0	9	3	0	0	0	56	47
5	40	0	1	0	0	0	0	41	40
6									
7									
8									
All	151	0	21	6	0	0	0	171	150

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	65	27	41.5%	58	24	41.4%
4	46	19	41.3%	41	17	41.5%
5	40	12	30.0%	32	12	36.4%
6						
7						
8						

All	151	58	38.4%	132	53	40.2%
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### Math Measure 2 - Absolute

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

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

### Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41.4%	58	54.9%	2612
4	41.5%	41	51.1%	2782
5	36.4%	32	46.4%	2825
6				
7				
8				
All	40.2%	132	50.8%	8219

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

2021-22 Mathematics Comparative Performance by Grade Level				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	73.1	30.6	40.3	-0.46
4	75.7	22.9	32.6	-0.49
5	88.5	10.0	21.4	-0.67
6				
7				
8				
All	76.9	24.0	34.1	-0.51

### 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

iReady assessments were used three times a year during this year to determine student areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts and Math. We have seen great success with

94% of the students passing lessons in Math respectively for the 2022-23 school year. Increases in progress to annual growth have continued over the last four years. As the chart below shows, OWN 2 students have made nearly 100% annual growth for the past four years except in 2020-21 (pandemic year). Notably, in 2019-20 the annual growth was 1.5 grade levels in Math at 150%. From the end of year iReady assessment in 2022-23 school year, OWN 1 students gained 86% meaning that they gained nearly one grade level for the 2022-23 school year. Notably the 2<sup>nd</sup> grade gained 100% meaning that they gained one grade level for the 2022-23 school year.

OWN 2 Math	Progress to Annual Growth
2018-19	86%
2019-20	150%
2020-21	50%
2021-22	86%
2022-23	97%

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

## I-READY

2022-23 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	165	91%	No

<p>Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.</p>	<p>Low initial achievers</p>	<p>110%</p>	<p>81</p>	<p>78%</p>	<p>No</p>
<p>Measure 3: Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.</p>	<p>Students with disabilities<sup>[9]</sup></p>	<p>92%<sup>[10]</sup></p>	<p>13</p>	<p>52%</p>	<p>No</p>
<p>Measure 4: Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.</p>	<p>2+ students</p>	<p>75%</p>	<p>147</p>	<p>18%</p>	<p>No</p>

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	71	19%	64
4	17%	53	16%	49
5	17%	41	21%	34
6				
7				
8				
All	18%	165	18%	147

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	71
4	104%	53
5	65%	41
6		
7		
8		
All	91%	165

### SUMMARY OF THE MATHEMATICS GOAL

The student achievement in Mathematics shows areas of strength and areas for growth both on the NYS test proficiency as well as iReady Annual Typical Progress.

On the NYS tests, students increased their performance from prior years. For the Absolute measure of 75% proficiency of students in their 2nd year, students are below this measure with 18% as proficient. For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, students gained in their proficiency as compared to last year however they are still below their district counterparts. For the Comparative measure of effect size greater than 0.3, students were below this measure.

In iReady, students performed well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 91% meaning that they gained nearly one year on average. For Measure 2- Annual Typical Growth for low achievers, students achieved 78%. For Measure 3- Students with

Disabilities gained 52%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 18%.

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.	No
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
	[Write in additional measure here]	

### EVALUATION OF THE MATHEMATICS GOAL

The student achievement in Mathematics shows areas of strength and areas for growth. Student proficiency on the NYS Math exam on average made significant gains of 17.2% compared to last year's exam. There were significant gains at every grade level tested. Students in their Second Year or more in the school scored at or above the overall group in all grades notably gains in 5th grade. While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels. Progress to Annual Typical Growth on iReady assessment is above 100% or close to that for all grades except 3rd & 5th grades. It is evident that OWN 2 is making good progress in having high student achievement. With the pandemic, there was some regression with some students yet this is being made up through response to intervention groups, continual assessment and additional academic support and programs.

The school is addressing areas and standards that students did not test well in using data from the NYS test, NYC instructional report, iReady and other assessments. Significant professional development time is being provided for these areas with the Chief Academic Officer, Director of Curriculum and Instruction, Principal, Assistant Principal, coaches and outside professional companies. We are confident that this will help to increase student proficiency.

## MATHEMATICS ACTION PLAN

The school will maintain consistency in data collection and reporting by training teachers on administration of NYS and iReady assessments. The school is taking actions for improvement in ELA and Math by reviewing standards from the NYC instructional report and iReady results to modify curriculum to better meet the needs of the students. In particular, data reviews are taking place more consistently at grade levels and schoolwide. Use of iReady follow up lessons are being used to meet individual student areas of weakness. Response to Intervention groups for students that are struggling to meet grade level expectations are increasing as well as the support team in the school.

## GOAL 3: SCIENCE

All students attending the Our World Neighborhood Charter School will become proficient in their understanding and use of Science.

### BACKGROUND

The National Science Teachers Association supports the notion that inquiry-based science must be basic in the curriculum of every elementary and middle school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. OWN Charter School's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

OWN Charter School's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school, and beyond. OWN Charter School's curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

In the elementary grades OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. At the middle school level students have the option of taking the NYS Regents course—Living Environment, or the traditional NYS science program. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands-on active

learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School developed curriculum.

Finally, leveled library books round out the instructional materials for science. Each classroom has a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school did not administer the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2023 as NYS did not have the test for 4th graders. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their 2<sup>nd</sup> Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	n/a	n/a	n/a
8	n/a	n/a	n/a
All	n/a	n/a	n/a

### Science Measure 2 - Comparative

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

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

2022-23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	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						
All	n/a	n/a	n/a	n/a	n/a	n/a

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

OWN 2 will continue to work with its elementary level teachers to ensure success that grade 5 students on the NYS Science exam. As NYS and the nation begin the process of reviewing science education in the K-12 realm, OWN 2 has already begun the process to change and enhance its curriculum. The science instructional coach has begun to review how OWN 2 will transition its current assessment protocols, and instructional techniques to improve science knowledge and performance.

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

[Write in optional measure here]

## EVALUATION OF THE SCIENCE GOAL

The Science teacher along with classroom teachers reflect on the achievement of students and make changes to the program to address any areas of concern.. There was a review of our science curriculum last year, and we have made adjustments to our programs as well as our scope and sequence. Grade level teachers are making adjustments to their curriculum to better prepare students for the rigors of middle school science. The teachers are meeting to discuss best practices and address any areas of concern teachers have.

## ACTION PLAN

The school began the process of adjusting its curriculum to the future demands of testing in both elementary and middle schools. It believes that it has a strong plan and will implement the shifts in topics to better prepare students in grade 5 for the new science exams.

One of the school's greatest challenges is the recruitment and retention of talented Science teachers at the middle school level. During the past two years, OWN joined a consortium of schools, both public and charter who gets students enrolled in NYU Teacher Residency program to join our team. Thus far we have seen some benefit, but the challenge is still very hard.

## 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

OWN 2 was in good standing for the past three years.

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### I-READY

2022-23 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	166	89%	No

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	82	74%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities [9]	85% <sup>[10]</sup>	14	105%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	147	20%	No

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

Grades	All Students	Enrolled in at least their Second Year
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	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	71	30%	64
4	13%	54	12%	49
5	12%	41	15%	34
6				
7				
8				
All	20%	166	20%	147

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	94%	71
4	92%	54
5	69%	41
6		
7		
8		
All	89%	166

## I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	165	91%	No

<p>Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.</p>	<p>Low initial achievers</p>	<p>110%</p>	<p>81</p>	<p>78%</p>	<p>No</p>
<p>Measure 3: Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.</p>	<p>Students with disabilities<sup>[9]</sup></p>	<p>92%<sup>[10]</sup></p>	<p>13</p>	<p>52%</p>	<p>No</p>
<p>Measure 4: Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.</p>	<p>2+ students</p>	<p>75%</p>	<p>147</p>	<p>18%</p>	<p>No</p>

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	71	19%	64
4	17%	53	16%	49
5	17%	41	21%	34
6				
7				
8				
All	18%	165	18%	147

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	71
4	104%	53
5	65%	41
6		
7		
8		
All	91%	165

[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.

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

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

[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.

[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>.

[8] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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

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