



STOREFRONT ACADEMY CHARTER SCHOOL SOUTH BRONX

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Carol Singletary, Principal
Alison Curry, Interim Executive Director

609 Jackson Avenue, Bronx, NY 10455

646-758-7201

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Storefront Academy team members below prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

- Carol Singletary, Principal, Storefront Academy Bronx
- Yoselyn Fernandez, Assistant Principal, Storefront Academy Bronx
- Alison Davis Curry, Interim Executive Director, Storefront Academy Charter Schools
- Yesenia Graham, Director of Student Services, Storefront Academy Charter Schools
- Marie Lucas, Director of HR, Compliance, and Operations, Storefront Academy Charter Schools
- Matthew Tiwary, Technology Manager

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Amanda Low	Trustee	Academic Committee

Carol Singletary has served as Principal of Storefront Academy Charter Schools South Bronx since SY 2019-20. Prior to her principalship, she was the school's vice principal from 2016 to 2018, and assumed the principal-in-residence position in SY 2018-19.

SCHOOL OVERVIEW

Storefront Academy Charter Schools - Bronx (SACS Bronx) is a public charter school which opened to students and families in Fall 2015. The school is located at 609 Jackson Ave, Bronx, N.Y, 10455 in the Mott Haven neighborhood of the South Bronx. SACS Bronx educates students from kindergarten to fifth grade. Our goal is to serve students through eighth grade.

The mission of Storefront Academy Charter School – Bronx (SACS Bronx) is to provide children of varied academic strengths a quality education option that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, SACS Bronx instills a powerful sense of self and gives its students the tools to own their futures and create meaningful adult lives. SACS Bronx’s vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and they shape the daily practices of students and staff:

Honesty: We teach the importance of being truthful, regardless of the circumstances or consequences. We believe honesty supports positive interactions, self-awareness, and growth.

Respect: We accept and learn from all members of our community, even when they are different from us or we do not agree with their perspectives. We practice care and safety in handling relationships, opportunities, and property.

Responsibility: We do our best to make good choices, work toward our goals, and meet the expectations of our learning community. We are accountable for what we say and do.

Concern for Others: We consider the needs and feelings of others. We understand our community benefits from our kindness and consideration.

Diligence: We believe that trying our best improves our outcomes for today and tomorrow. We consistently put our best effort into everything we do.

Perseverance: We push ourselves to succeed despite difficulties and challenges. We believe that “productive struggle” develops problem-solving skills for life.

During SY 2022-23, the school served 231 students in grades K-5. Most SACS South Bronx students live in neighborhoods surrounding the school building. However, many students commute from other parts of the Bronx by school bus (22%) or other modes of transportation (2%). SACS South Bronx serves mostly economically disadvantaged students (93%). In addition, twenty-two percent (22%) have disabilities (SWDs) and twenty-three percent (23%) are recorded as English Language Learners on New York’ City’s Automate the Schools System (ATS). However during SY 2022-23, the school provided English Language Learner services to twenty additional students based upon Home Language Questionnaires and submitted tickets to ATS to have them added to the roster which would raise the percentage of English Language Learners to thirty-two percent (32%).

KEY DESIGN ELEMENTS

SACS Bronx was founded upon four key design elements (KDE) that drive our academic program and school culture. We support our teaching staff in implementing these KDEs in daily work and expect them to tailor teaching and learning, professional goals and development, and school culture to the four elements described below:

- KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At SACS Bronx, scholars are challenged to discuss, debate, and form conclusions and opinions with others similar to and different from themselves. They design and conduct collaborative experiments, projects, and research to arrive at solutions or conclusions. Scholars demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of SACS Bronx's scholar-led learning activities are "turn and talk", gradual release group ("you do"), group projects, and group presentations (reciprocal teaching).
- KDE 2: Social-Emotional Learning:** Self-awareness is critical to student learning. Knowing what frustrates and motivates students helps them to self-regulate and/or seek support in learning to perform their best throughout the day. SACS Bronx uses the [Yale Center for Emotional Intelligence's RULER program](#) and [Mood Meter](#) to support the development of scholars' emotional intelligence. Each class also starts the day with a Morning Meeting using the Responsive Classroom four components: greeting, sharing, group activity, and morning message. Additionally, since SY 2021-2023 all fourth and fifth grade girls are invited to participate in Self-Esteem Rising's [Beautiful Me](#) program. The Beautiful Me program includes three sessions each designed to emphasize a different aspect of self-confidence and self-care. A series of activities and discussions encourage and empower participants. Based upon student feedback, in SY 2023-2024 we plan to pilot the gender-neutral Confidence Club, another Self-Esteem Rising program focused on self-awareness, enhanced relationships with others, and the power of helping others through community service.
- KDE 3: Creative Arts (Doing and Making):** Children engage deeply when they can make things with their hands and voices, and experience topics through the arts. At SACS Bronx, all scholars engage in experiential learning and self-expression through weekly music and visual arts classes. Music activities are primarily choral-based. However, we reintroduced the recorder in SY 2022-2023 as COVID 19 protocols relaxed. With increased enrollment, we will reintroduce violin lessons in the future. Scholars collaboratively explore, create, discuss, share, and reflect upon a range of music and art forms. Content and instruction align with the [NYS Learning Standards](#) and the NYC Blueprints for Teaching and Learning in [Music](#) and Art. These lessons also are aligned to *Insight Humanities* thematic units to deepen scholars' appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning. Musical creations include jingles, raps, and melodies to support spoken word. During SY 2022-2023 our music teacher received coaching and access to an extensive resource bank to enhance student learning in collaboration with representatives from Juilliard. Our music and visual arts teachers use rubrics and written feedback to assess creative processes and products. In the visual arts, students explore Art History by viewing and discussing notable examples of art referencing varied genres and cultural influences. Students then produce watercolor pieces, mixed media masks, puppets, collages, and sculptures from recycled materials. In May 2023, SACS Bronx hosted its first in-person Student Art Exhibition since the COVID closures. The event was well attended by families, friends, and community members. Students took great pride in sharing their art. We look forward to hosting many more art and music showcases in the future.

- **KDE 4: High-Quality, Sustainable Partnerships:** SACS Bronx knows that strategic use of high-quality partnerships can amplify our ability to provide a dynamic academic program and school culture. The two partnerships shared below enhanced scholars' learning at the school.
 - [The Einstein Program:](#) During SY2022-23, SACS South Bronx expanded its partnership with the Einstein Program, a privately funded, New York-based organization that provides free tutoring and mentoring to underserved students. Two dedicated Einstein tutors provided small group Math instruction to our third, fourth and fifth grade to augment our school's intervention programs. This was a timely partnership in light of City-wide teacher shortages. We also encouraged parents of students in the MTSS/RTI process to utilize Einstein's individualized one-to-one tutoring and mentoring services which are offered remotely in their homes. These services are based upon their completion of the Einstein Learning Inventory which provides insights on each student's learning style. Einstein tutors are certified teachers who provide support in Reading, Math, and Science.
 - [Our Kids Read:](#) For the first time, in SY 2022-23, SACS South Bronx partnered with Our Kids Read to volunteer mentors ("Reading Buddies") with children who are not reading on grade level. The Reading Buddy program offers students a chance to work with a mentor who models strong reading skills. In addition to providing students an opportunity to practice these reading skills, the program cultivates positive mentor-mentee relationships based on the joy of reading. For the Reading Buddy sessions, Our Kids Read draws from a collection of 400 diverse eBook selected by children themselves (all featuring positive African-American, Latinx and Indigenous characters). Moreover, Our Kids Read donates physical books directly to students as well as classroom libraries.

NOTABLE CHANGES TO THE ACADEMIC PROGRAM

In 2021-22, Storefront implemented the more rigorous Lavinia Group [Insight Humanities](#), [Close Reading for Meaning](#), and Guided Reading curricula, routines, and progress monitoring systems to earn baseline New York State ELA assessment results for grades 3-5 that surpassed the district by eight percentage (8%) points. Per the SUNY renewal report issued in February 2023, SACS Bronx performed slightly higher than expected on the ELA assessment in comparison to schools across the state enrolling similar percentages of economically disadvantaged students.

During SY 2022-23, the instructional leadership team emphasized the urgency of accelerating learning while addressing gaps in foundational skills to continue to improve student outcomes. Teachers and instructional leaders engaged in professional development and intellectual preparation on student work study and data analysis to strategically differentiate instruction. The instructional team also collaborated to norm and strengthen student goal setting, coaching, feedback for learning, and progress monitoring to cultivate independence and persistent efforts.

In Reading, the percentage of second - fifth graders reading on or above grade level per Fountas and Pinnell assessments increased sixteen percent (16%) and sixty-four percent (64%) of those who started the year below grade level gained at least one and a half year's growth (1.5). SACS-Bronx made these gains despite necessary modification to planned staffing due to low enrollment and the City-wide teacher shortage. Teachers who were slated to serve as instructional coaches and interventionists returned to the classroom to facilitate Tier 1 instruction.

In Math, SACS-Bronx implemented the Lavina Group's Math for Meaning: Story Problems for SY 2022-23. We find that the curricula and Cognitively Guided Instruction methodology provided students wider access to grade level math problems. Students improved their confidence, independence, and critical thinking around Math. We believe Story Problems facilitated the twenty-six percent (26%) increase in third -fifth grade students in at least their second year at the school who met the NWEA Math RIT score proficiency equivalent for New York State standards compared with student outcomes for SY 2021-22.

The Instructional Leadership modified the daily schedule to increase school-wide Guided Reading to forty-five minutes daily and to provide a dedicated What I Need (W.I.N.) intervention period of twenty to thirty minutes, four days per week. In grades K-2, students continued daily Foundations instruction. However, Classroom Teachers joined English Language Learner Teachers in providing Foundations "Double Dose" small group instruction to target gaps identified by unit assessments. Likewise, in grades 3-5 the thirty-minute intervention and enrichment periods increased from three to five days per week. Teachers also used Math station time for smaller groups and 1 to 1 instruction.

Actions to accelerate learning

- Cultivating a Culture of Data Use:
 - *Planning for Timely Analysis and Response to all School-wide Assessments:* SACS Bronx improved teachers' use of data by scheduling timely data analysis, reflection, and planning of responsive instruction cycles immediately following school-wide interim assessments in addition to NWEA MAP and Fountas and Pinnell Fall, Winter, and Spring administrations.
 - *Engaging in Collaborative Student Work Study:* Teachers and Instructional Leaders engaged in weekly student work study, responsive action planning, and progress monitoring. Teachers developed their capacity and practice in using rubrics to categorize student work and identify responsive next steps.
 - *Norming Use of Daily Progress Monitoring Systems:* Instructional Leaders and teachers emphasized use of progress monitoring systems through consistent review of data trackers. The instructional team increased accountability for leveraging responsive next steps for targeted student coaching, small group instruction, or whole group reteach, in daily plans and weekly meeting notes.
 - *Leveraging Classroom Data Walls and Student Goal Setting :* SACS Bronx' Instructional Leadership Team worked with teachers to introduce Classroom Data Walls. The format varied for K and 1. However, across all grades teachers taught students that the data wall was used to help members of the class learning community grow toward the goals set during teacher - student conferencing. In addition to Classroom Data Walls, students in grades 2-5 monitored and reflected upon their progress toward goals with charts and graphs in their What I Need (W.I.N) Intervention Folders and individualized Reading and Math Goal Cards.
 - *Adoption of PowerSchool for Report Cards and Progress Reports:* SACS adopted PowerSchool for SY 2022-23 and utilized it to generate report cards and progress reports from teacher gradebooks. In SY 2023-24 staff will receive additional training to make greater use of the PowerSchool platform including its attendance and social emotional learning applications.

- Dedicated Edmentum's Exact Path Intervention Periods (Grades K-5): Time on Exact Path is designated during the W.I.N. intervention period three times per week to support skills mastery in each Individualized Learning Path component - Reading, Language Arts and Math. [Edmentum Exact Path](#) is an individualized skill-building curriculum and assessment learning platform. By uploading NWEA MAP Growth assessment RIT scores, students receive an individualized learning pathway that matches their skills and learning needs. Lesson modules target one-to-four skills and include direct instruction, practice, and mastery quizzes. When students master their four assigned skills, they move onto a more comprehensive progress check assessment that updates their learning path.
- Strategic Plans for final year of the SACS Lavinia Group Partnership: SACS Bronx instructional leadership team collaborated with our Lavinia partners to outline instructional priorities and goals. Increased accountability and fidelity around data use will ensure teachers routinely use formative and summative assessments to drive lesson content and instructional practice.

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
2017-18	13	31	49	31										124
2018-19	46	26	58	58	38									226
2019-20	52	60	45	66	62	44								329
2020-21	45	47	57	48	68	56								321
2021-22	28	48	46	56	42	58								278
2022-23	39	25	41	44	48	34								231

GOAL 1: ENGLISH LANGUAGE ARTS

SACS students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

Curriculum

SACS Bronx uses the Lavinia Group's [Insight Humanities](#) and [Close Reading for Meaning](#) curricula, [Wilson's Foundations](#), and daily Guided/Strategic Small Group reading for core literacy instruction. SACS Bronx supplements this with [Newsela](#) and Learning A to Z's [RAZ-Plus](#) ELLs to differentiate instruction and further support development of language proficiency.

Insight Humanities: The Lavinia Group's Insight Humanities curriculum is a multicultural, project-based, and integrated reading, writing, and social studies curriculum. All units are thematically linked to the content

focus throughout the year and work backward from inquiry-based essential questions. The curriculum provides comprehensive unit overviews, writing exemplars, scripted daily lesson plans, project samples, book lists, and suggested field trips to extend learning.

Close Reading for Meaning: Lavnia's Close Reading method uses genre as a framework, to teach students how to use a variety of strategies to unpack complex texts that are at or above grade level. Teachers use a carefully designed *Roadmap of Questions*, to prepare students to attend to both the essential meaning and the author's craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the Close Reading for Meaning™ method to a new text, honing their ability to tackle any text confidently and independently.

Strategic Reading Groups: In SY 2022-23 SACS Bronx expanded school-wide small group reading periods to ensure every student has an opportunity to work with an adult to continue to grow their reading skills. Students who need work in foundational reading skills work with a teacher daily. Those who have strong accuracy skills but continue to struggle with comprehension questions work with a teacher two-three times a week and engage in a book club with their peers the rest of the week to continue to work on their comprehension goals.

Instruction

At SACS Bronx teaching is student centered. Teachers launch mini lessons with high energy and relatable and relevant real world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and anticipated misconceptions. Teachers amplify student voices through Turn and Talk, Think-Pair-Share, Stop-Jot-Share, class discourse, and student-led group presentations. They coach students through inquiry and community service projects to support progress toward grade level learning standards. Classroom teachers as well as Interventionists also provide direct instruction in targeted skills mastery groups.

To accelerate learning and address gaps in literacy skills we prioritized foundational skills and differentiation of Close Reading instruction:

- Foundational Reading Skills – phonics and phonemic awareness. More frequent and consistent progress monitoring and use of data for flexible groupings and targeted skills instruction
 - o *Parent Workshops:* The Vice Principal for Grades K-2 coordinated parent workshops for teachers to share with parents background information about the role of phonemic awareness, phonics, and sight word acquisition in early reading. Teachers modeled and engaged parents in hands-on activities they can do at home to help accelerate students' Foundations and Sight Word mastery.
 - o *Increased support and monitoring of Foundations and Sight Word Acquisition (Grades K-2):* Instructional Leaders worked with teachers to strengthen pacing, progress monitoring, and differentiation via targeted skills instruction based upon Foundations Unit Assessment data. Teachers in grades K-2 conducted daily 1:1 Sight Word Drills.
 - o *Strategic phonics and word work for students 3+ levels below grade (Grades 2-5) :* In the absence of a dedicated Intervention Team, we modified the structure of the daily Guided

Reading period to include phonics and word work for students whose reading accuracy impeded growth in comprehension.

- Differentiation of Close Reading curriculum (Grades 2-5): In this second year of implementing the Close Reading curriculum, Instructional Leaders worked with their Lavinia Group consultants and teachers to norm use of graphic organizers and modify the scope and sequence of instruction. The instructional team also piloted use of the Strategic Reading Plan with companion texts at varied instructional levels. This enabled students reading below grade level to learn Close Reading strategies while engaging texts at their instructional levels. This approach also exposed struggling readers to topics and text structures that helped them access the more rigorous grade level curriculum.

Assessment

SACS Bronx administers the NWEA MAP and Fountas and Pinnell assessments at the beginning, middle and end of the school year. SACS Bronx has also developed Interim Assessments given three to four times per year which are known as *Academic Challenges* to our students. For students in grades two-five, these interim assessments incorporate released State exam questions. Our kindergarten and first grade interim assessments focus on foundational reading skills. We also use data from Insight Humanities end of Unit exams and projects, Close Reading student work study and progress trackers, and Edmentum's Exact Path Skills Mastery reports to plan strategic small group instruction.

Professional Development

All teachers participate in a summer institute for professional development every August. In SY 2022-23 all teachers participated in Lavinia professional development workshops 101 or 201 for Lavinia's Insight Humanities, Close Reading for Meaning and Guided Reading for Meaning based upon their experience and facility with the curricula and related teacher practices. Teachers and Instructional leaders who participated in level 201 workshops shared professional development learning and resources with grade teams. A team of veteran teachers facilitated workshops of the Wilson's Foundations curriculum. In SY 2022-23 the Instructional Leadership Team implemented a weekly two-hour block, in addition to daily planning periods, to prioritize the development of a school-wide culture of data use, collaborative planning, and teacher development.

SACS implements a professional learning community (PLC) approach. SACS teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Additionally, teachers engage in "teach backs" to practice their lesson launches and student coaching moves to receive feedback from their peers and instructional leaders. During SY 2022-23 teachers and leaders engaged in a book study on Zaretta Hammond's *Culturally Responsive Teaching*, the use of conferencing and goal setting to motivate students, student work study protocols and progress monitoring review to plan responsive learning cycles as part of our PLC framework for continuous improvement. Teachers visited each other's classrooms to learn from each other with a focus on best practices in differentiating instruction to ensure students access rigorous text, amplifying student discourse, and implementing consistent feedback cycles across grade levels. In addition to job embedded professional development, teachers attended workshops and webinars provided by the Collaborative for Inclusive Education and NWEA MAP and shared strategies and resources with peers.

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	39	1	2	2	0	0	0	42
4	45	1	2	2	0	0	0	49
5	34	0	0	0	0	0	0	34
All	118	0	4	4	0	0	0	125

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
3	39	19	49%	33	19	58%
4	45	36	80%	40	34	85%
5	34	13	38%	28	11	39%
All	118	68	58%	101	64	63%

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. ELA MIP = 108.9

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 2 Table

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.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's aggregate Performance Index (PI) on the State's ELA exam will meet that year's Measure of Interim Progress (MIP) set forth in the State's ESSA Accountability system	All Students who score Levels 2, 3, 4	108.9 MIP	98	156.36	Yes

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
3	58%	33	30%	758
4	85%	40	29%	844
5	39%	28	27%	935
All	63%	101	29%	2537

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.

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](#).

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

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	93%	42%	31%	0.55
4	93%	18%	26%	-0.46
5	95%	21%	22%	-0.10
All	94%	28%	26%	0.06

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 (NWEA MAP)

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP. SACS Bronx also used our students' Edmentum Exact Path Learning Path to progress monitor their NWEA MAP aligned skills mastery. We used NWEA MAP and Exact Path data to determine required participation in Summer Boost.

METHOD

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.

SACS Bronx administered the assessment three times during the academic year. Test windows occurred in August-September and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February serving as our school's mid-year benchmark. The last testing window occurred in May-June measuring a full year of the students' performance growth. NWEA MAP performance data can be found below in the "Results and Evaluation" section.

To determine whether SACS Bronx met its ELA goal, the school used the four measures outlined below. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. With disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders 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. 2

RESULTS AND EVALUATION: NWEA MAP - ELA

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 5 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	111	74	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 5 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	87	73	Yes

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Measure 3: Each year, the median growth percentile of 3 rd through 5 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	70	24	73	Yes
Measure 4: Each year, 75% of 3 rd through 5 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. ⁶	2+ students	75%	102	54%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
3	40%	42	50%	34
4	83%	45	86%	43
5	26%	30	26%	25
All	50%	117	54%	102

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	73	36
4	98	45

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

⁷ 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.

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5	52	30
All	74	111

RESULTS: EXACT PATH ELA SKILLS MASTERY

2022-23 Exact Path ELA Skills Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments.	All students	70%	128	77%	Yes
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	67	79%	Yes
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with Disabilities	79%	25	60%	No
<u>Measure 4:</u> Each year Individualized Targeted Skills Mastered Percent of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	106	82%	Yes

Year Performance on 2022-23 Exact Path ELA Skills Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students	Enrolled in at least their Second Year
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	71%	43	86%	33
4	67%	49	70%	44
5	62%	36	63%	29
All	68%	128	76%	106

2023 SUMMER BOOST PERFORMANCE (LAVINIA RISE AND SMALL GROUP INTERVENTION)

Summer 23 Lavinia Rise End of Program Results By All Students

Grades	District	SACS-Bronx	Difference
Rising 3rd	38%	59%	+21
Rising 4th	58%	72%	+14
Rising 5th	63%	67%	+4
All	53%	66%	+13

SUMMARY OF THE ELA GOAL (NWEA MAP AND EXACT PATH)

Measure 1 -

NWEA MAP Goal Met at 74. SACS Bronx's median growth percentile for all 3rd through 5th grade students was 74, which is above the required growth percentile of 50 for this measure.

Exact Path Goal Met at 77%. Seventy-seven percent (77%) of SACS Bronx's 3rd through 5th grade students mastered 55 percent of their individualized learning path targeted ELA skills, which is above the required 70% of students for measure 1.

Measure 2 -

NWEA MAP ELA Goal Met at 73 - SACS Bronx's median growth percentile for all 3rd through 5th grader students whose achievement did not meet the RIT proficiency equivalent in the fall was 73, which exceeded the target of 55 for this measure.

Exact Path ELA Goal Met at 79% - Seventy-nine (79%) of students who performed two or more grade levels below their assigned grade on the fall Exact Path assessment, mastered 55% of their individualized learning path targeted ELA skills which meets the Measure 2 Goal of at least seventy percent (70%) of students.

Measure 3 -

NWEA MAP ELA Goal Met at 73. SACS Bronx's median growth percentile of 3rd through 5th grade students with disabilities was 73, which is greater than the median growth of 3rd through 5th grade general education students (70).

Exact Path ELA Goal Unmet at 60%. The rate of Exact Path individualized learning path targeted ELA skills mastered by students with disabilities was sixty percent (60%) which does not meet the rate of skills mastered by all students which was seventy nine percent (79%).

Measure 4 -

NWEA MAP ELA Goal Unmet at 54%. SACS Bronx's 3rd through 5th grade students in at least their second year at the school did not meet the goal; 75% will meet or exceed the RIT proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

Exact Path ELA Goal Met at 82% Eighty-two percent (82%) of 3rd through 5th grade students enrolled in at least their second year at the school mastered their individualized targeted ELA which exceed the goal of seventy percent (70%).

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	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.	Yes
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.	Yes
Comparative 2021-2022 Data	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
Growth	NWEA MAP: Each year, the school's median growth percentile of all 3 rd through 5 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.	Yes
Growth	Edmentum Exact Path: Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments.	Yes

EVALUATION OF THE ELA GOALS

On the Spring 2023 New York State ELA Exam, SACS Bronx did not meet Absolute Measure 1. However, the proficiency rate of students who were in at least their second year at the school was sixty-three percent (63%) which is the closest the school has come to meeting the seventy-five percent proficiency goal of

Measure 1. Students in at least their second year performed five-percent higher than newer students, this suggests that the shifts in curriculum and instruction to increase rigor are helping to move outcomes toward the absolute goal of seventy-five percent proficiency. Student outcomes for all third-fifth graders increased to fifty-eight percent (58%), which is a sixteen percent (16%) increase over Spring 2022.

On the New York State Exam, SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored thirty-four percent (34%) higher than students in District 7, at sixty-three percent (63%) compared to twenty-nine (29%).

NWEA MAP, SACS Bronx met all three Comparative Measures 1, 2, 3 with growth percentiles of 74, 73, and 73. These are strong gains over SY 2021-22 when student growth percentiles dipped to 45, 25, 16 based upon COVID related trauma, chronic absenteeism, and learning loss.

Despite experiencing strong growth on NWEA MAP, our students did not meet Measure 4. We continue to accelerate learning while strategically addressing skill gaps. With a fifty-four percent (54%) proficiency, students demonstrated a five percent (5%) increase in achievement over SY 2021-22 (49%). Additionally, the proficiency rate of students in at least their second year at the school was four percent (4%) higher than that of all students (54% compared to 50% respectively).

On Exact Path, SACS Bronx also met Comparative Measures 1 and 2 at 77% and 79% respectively compared to the goal that 70% of students meet the mastery goal. However on Exact Path, SACS fell short of meeting the Comparative Measure 3 goal that each year 70% of students with disabilities meet their individualized learning path goals for ELA skill mastery.

We note that many students with disabilities worked with teachers in small groups or one-to-one during the What I Need (W.I.N.) intervention period while other students worked independently on Exact Path. By using the W.I.N. period for small group work, we avoided pulling students with disabilities for services during core curriculum lessons. Consequently, students with disabilities spent less time on Exact Path during the instructional day which likely impeded our ability to meet Measure 3. We believe the reduced usage time on Exact Path platform resulted in a lower percentage of students with disabilities meeting their individualized learning path goals for ELA skill mastery because this subgroup succeeded in meeting Measure 3 on NWEA MAP.

We modified our Summer Boost program to include small group interventions which helped to ensure a thirteen percent increase in student performance for rising third, fourth, and fifth graders between the pre-and post program test.

ADDITIONAL CONTEXT AND EVIDENCE

NWEA MAP results indicate that the median growth percentile for students with disabilities was equal to that of general education students at 73%. Likewise, the NWEA MAP end of year growth percentile for initial low achievers was also 73%. These results suggest that our students with disabilities and those in RTI programming experienced strong growth this year after setbacks resulting from remote and hybrid learning and chronic absenteeism in the wake of COVID in school years 2021-22 and 2020-21. We believe students in these subgroups in particular benefitted from a return to in-person learning and reliable internet connectivity for digital learning tools.

An average daily attendance of eighty-nine percent (89%) in grades three and four contributed to end of year growth for students in these grades of 73% and 98% respectively. On the other hand, fifth graders had an average daily attendance rate of eighty-five percent (85%), five percent (5%) lower than the average daily attendance rate of third and fourth graders. Fifth grade growth was challenged by student absences. Additionally, the fifth grade teaching team experienced vacancies and staff reassignments.

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 5	1	9 months	Math Coach for Grades K-5
Grade 5	1	5 months FMLA	Instructional Coach for Grades 3-5
Grade 4	1	10 months	ELLs Teacher for Grades 4-5
Grade 3	2	10 months	Academic Intervention Teacher for Grades 3-5
Grade 2	1	4 months	Instructional Coach Grades K-2

During SY 2022-23 school-wide focus on daily routines, growth mindset, student efficacy, goal setting, progress monitoring, and parent outreach and development, helped us to develop stronger learning partnerships in support of student attendance, growth, and achievement. SACS Bronx extended its success with goal setting and targeted small groups during Summer Boost by implementing intervention sessions facilitated by Teaching Assistants for the program. As the table below shows, the school's rising 3rd, 4th, and 5th grade students outperformed the district by thirteen percent (13%) overall. Furthermore, our Rising 3rd and 4th grade students exceeded the district performance by twenty-one percent (21%) and fourteen percent (14%) respectively.

ELA ACTION PLAN

In the 2023-24 school year, we will continue to develop the culture of data use and responsive learning cycles in re-establishing our Academic Intervention Support Team to augment the strategic small group work accomplished through school-wide small group reading and classroom based interventions.

- Third through fifth graders who are not on or approaching grade level in reading will engage in targeted instruction to address any gaps in foundational reading skills using the S.P.I.R.E Reading Intervention Program in addition to Exact Path Learning Path skills mastery mini-lessons and Close Reading skills practice with alternative text on their reading level.
- SACS Bronx will further modify small group literacy instruction to move away from the traditional Guided Reading approach to Strategic Reading Group instruction with a focus on any one of three areas:

Phonics Small Groups will target the needs of students who need to be retaught decoding and word recognition concepts they were unable to internalize during a whole group phonics lesson. We will use S.P.I.R.E and controlled texts to highlight the concept and give

students lots of “at bats” as the teacher coaches them. Though the focus of the group is phonics, teachers will emphasize comprehension after reading the text to make meaning.

Blended Small Groups will enable students to practice both accuracy and comprehension. In blended groups, teachers give students lots of “at bats” in word solving as well as answering literal and inferential questions about the text.

Comprehension Small Groups will strengthen the comprehension skills and strategies of students who have strong accuracy (at least 97%) when reading a text but often struggle to answer literal and inferential questions about the text.

Additionally, to better equip students with foundational reading skills before they enter third grade and accelerate proficiency rates for our new English Language Learners, our lower elementary, English Language Learner, and Academic Intervention Support Teachers participated in formal Wilson’s Foundations workshops to ensure that the program is implemented with fidelity. Foundations screens and unit tests will be used to differentiate instructional groups to accelerate learning based on action plans piloted in response to Winter MAP 2023 data.

These shifts will enable us to accelerate learning and address learning gaps for our upper elementary students. Moreover, the strategic focus on foundational reading skills with ongoing assessment for fluid and flexible group instruction will ensure that most students leave second grade on level. Our goal is to move seventy-five percent (75%) of second through fifth graders students to grade level in 2023-24.

Accelerating Learning: In addition to the intervention plans described above, we have taken additional steps to accelerate ELA learning in SY 23-24.

- Adjusted the master schedule, adding an additional 30 min W.I.N (What I Need). Third and fourth grade Close Reading for Meaning will incorporate small group targeted instruction. Below grade level readers will engage in the previous grade level text/passages. The rationale is for scholars not to struggle with text difficulty, but to intentionally drill down to explicitly teach specific strategies to engage in the deeper meaning of the text, by interpreting, inferring and using a variety of literacy strategies to gain a deeper understanding of what the author is trying to convey.
- Scholars will engage in 40 additional minutes working on Exact Path Learning Path (20 minutes for Reading Path and 20 minutes Language Path). Teachers will determine one priority skill and create one teacher assignment per week. Scholars will conference with teachers weekly to reflect on the learning goal, review work, receive feedback and actionable next steps.

Scholar Attendance Action Steps: During SY 22-23, we began to incentivize scholar attendance with daily classroom incentives, a weekly “Fun Friday” block, and monthly Perfect Attendance awards and Class Dojo shout-outs. Understanding that most parents are not aware of the corrosive effects of absenteeism and how it can quickly add up to academic challenges, in SY 23-24, we will share monthly information about why attendance matters on Class Dojo, host workshops, parent information sessions, as well as, continue to incentivize attendance on the class and school-wide level.

Staffing Consistency Action Steps: In order to retain staff, at the school level, we will continue to (a) celebrate success, (b) partner in problem solving, (c) address scholar discipline issue(s), (d) ensure a supportive environment, and (e) provide quality professional development. On a network level, we will (a) identify the needs of the school, (b) develop a recruitment strategy, (c) create clear support for staff, and (d) begin interviewing earlier for new staff recruitment, right after spring break.

GOAL 2: MATHEMATICS

Storefront Academy Charter Schools students will demonstrate understanding and application of mathematical computation and problem solving.

BACKGROUND

Curriculum

SACS Bronx uses Savvas Learning Company's [enVision Math](#) and the Lavinia Group's [Math for Meaning: Story Problems curricula](#). Teachers supplement the curricula with Edmentum Exact Path mini lessons and First in Math. SACS Bronx adopted enVision Math in SY 2019-20 and added Math for Meaning: Story Problems in SY 2022-23. The addition of Story Problems grew out of its use in Summer Boost 2022. Students who attended Summer Boost were engaged and highly receptive to the Cognitively Guided Instructional approach. This approach and the Story Problem routines are a breakthrough for our students who struggled with Math.

Savvas Learning's enVision Mathematics: With EnVision students engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. Envision Math includes an extensive digital content and skills component that SACS Bronx has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and English Language Learners. The digital components were particularly helpful during COVID closures and continue to support student learning and teacher development. The curriculum provides guidance for teachers on prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

Lavinia's Math for Meaning: Story Problems: The Story Problems curriculum is founded on the belief that all students are mathematicians. Through hands-on learning and rich mathematical discourse, the Story Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems. Students develop the confidence and precision to tackle mathematical tasks independently as they persevere through problem-solving and share their mathematical reasoning. The process helps students develop mastery of grade-level standards.

Instruction

Math instruction is primarily student centered. Teachers launch mini lessons with high energy and relatable and relevant real world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and/or anticipated misconceptions. Teachers amplify student voice during Story Problem retells, discourse, and the process of charting

problem solving strategies as students articulate their thinking. They facilitate student-led inquiry and hands-on learning through task based math stations and unit projects. Teachers also utilize direct instruction in targeted skills mastery groups and WhatI Need Intervention periods. SACS Bronx implements a professional learning community (PLC) approach. SACS Bronx teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Additionally, teachers engage in “teach backs” to practice their lesson launches and student coaching moves to receive feedback from their peers and/or instructional leaders.

In SY 2023-24 SACS Bronx will take the following steps to accelerate math learning and address skill gaps:

- SACS Bronx will incorporate Lavinia Math Routines (introduced in Summer Boost) to support development of foundational math skills.
- We will continue to use Lavinia Math Stories (introduced in SY 2022-23) for all students. Lavinia Math Stories applies a student-centered Cognitively Guided Instruction (CGI) approach that provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich mathematical discourse. CGI empowers students to build on their natural number sense and intuitive problem solving. CGI also pushes teachers to listen to students, ask questions, and engage with their thinking processes. In practice, teachers speak to the heightened level of engagement, confidence, and independence students show in response to Math Stories. We find that even the most reluctant students were open to engaging math which is key to accelerating learning. CGI aligns with SACS Bronx’s vision to develop independent learners who think critically and creatively. Spring 2023 NWEA MAP data suggest that these curricular and instructional moves, and embedded teacher development opportunities will have a positive impact on student achievement.

Professional Development

SACS Bronx maintains a multi-school professional learning community (PLC). The education corporation has created a culture of collegiality and collaboration wherein educators work together to ensure that instruction results in student learning. SACS Bronx continues to prioritize teacher development. For Summer pre-service, teachers participate in a two-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, SACS Bronx teachers engage in daily common intellectual preparation and planning periods with their grade team. In addition, all teaching staff participate in a weekly two-hour block of professional development on varied topics to support school-wide teaching and learning goals as well as expressed interests and needs of teachers. This professional development block is also used for data deep dives and responsive planning. Teachers also attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers. In SY 2022-23, teachers participated in workshops and webinars provided through The Collaborative for Inclusive Education, NWEA MAP, Savvas Learning, the Lavinia Group., and The Association of Mathematics Teachers of New York State. Teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of effective instruction across all grade levels.

ELEMENTARY 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	38	0	3	1	0	0	0	0	42
4	45	0	3	3	0	0	1	0	49
5	33	0	1	0	0	0	0	0	34
All	116	0	7	4	0	0	1	0	125

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	38	26	68%	33	23	70%
4	44	33	75%	39	31	79%
5	33	13	39%	28	11	39%
All	115	72	63%	100	65	65%

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.

MIP for Math = 111.3

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 2 Table

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's aggregate Performance Index (PI) on the State's ELA exam will meet that year's Measure of Interim Progress (MIP) set forth in the State's ESSA Accountability system	All Students who score Levels 2, 3, 4	111.3 MIP	99	165.22	Yes

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	70%	33	36%	791
4	79%	39	29%	872
5	39%	28	28%	948
All	65%	100	31%	2611

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	93%	43%	31%	0.60
4	93%	5%	23%	-0.99
5	95%	9%	18%	-0.60
All	94%	20%	24%	-0.28

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 NWEA MAP to measure student growth and achievement in mathematics. We also used our students' Edmentum Exact Path Learning Path to progress monitor their NWEA MAP aligned skills mastery.

METHOD

SACS Bronx used the NWEA MAP Math assessment to measure students' performance growth. The assessment was administered three times during the academic year. The first testing window occurred August-September and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February serving as our school's first post-test and growth benchmark. The last testing window occurred May- June thereby measuring a full year of performance growth for students. Math performance data from NWEA MAP can be found in the "Results and Evaluation" section below.

To determine whether SACS Bronx met its mathematics goal, the school used the four measures outlined below. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
 2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
 3. With disabilities will be equal to or greater than the median growth of their general education peers.
- In addition:
4. 75% of third through fifth graders 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.

RESULTS AND EVALUATION: NWEA - MATH

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	119	91	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	83	81	Yes
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	88	25	90	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. ⁹	2+ students	75%	119	58%	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

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

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End of Year Performance on 2022-23 NWEA MAP 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 Proficient ¹⁰	Number Tested	Percent Proficient	Number Tested
3	65%	43	74%	34
4	81%	48	81%	43
5	18%	33	19%	27
All	55%	124	58%	104

End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	91	37
4	99	46
5	84	31
All	74	114

2023 SUMMER BOOST PERFORMANCE - MATH (LAVINIA RISE AND SMALL GROUP INTERVENTION)

Summer 23 Lavinia Rise End of Program Results By All Students

Grades	District	SACS-Bronx	Difference
Rising 3rd	55%	63%	+8
Rising 4th	72%	87%	+15
Rising 5th	51%	59%	+7
All	59%	70%	+10

2022-23 Exact Path Math Skills Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1</u> : Each year, at least 70% of students will master 55% of their individualized learning	All students	70%	128	96%	Yes

¹⁰ 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.

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path targeted skills as measured by Exact Path assessments.					
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	76	100%	Yes
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with Disabilities	70%	25	96%	Yes
<u>Measure 4:</u> Each year Individualized Targeted Skills Mastered Percent of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	106	100%	Yes

Year Performance on 2022-23 Exact Path MATH Skills Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	79%	43	81%	33
4	79%	49	81%	44
5	79%	36	78%	29
All	79%	128	80%	106

2023 SUMMER BOOST PERFORMANCE - MATH (LAVINIA RISE AND SMALL GROUP INTERVENTION)

Summer 23 Lavinia Rise End of Program Results By All Students

Grades	District	SACS-Bronx	Difference
Rising 3rd	55%	63%	+8
Rising 4th	72%	87%	+15
Rising 5th	51%	59%	+7
All	59%	70%	+10

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.	Yes
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.	Yes
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

Measure 1 -

NWEA MAP Goal Met at 91. SACS Bronx's median growth percentile for all 3rd through 5th grade students was 91, which is above the required growth percentile of 50 for this measure.

Exact Path Goal Met at 96%. Ninety-six percent (96%) of SACS Bronx's 3rd through 5th grade students mastered 55 percent of their individualized learning path targeted Math skills, which is above the required 70% of students for measure 1.

Measure 2 -

NWEA MAP Goal Met at 81. SACS Bronx's median growth percentile for all 3rd through 5th grade students whose achievement did not meet the RIT proficiency equivalent in the fall was 81, which is above the target of 55 for this measure.

Exact Path Goal Met at 100%. One hundred percent (100%) of students who performed two or more grade levels below their assigned grade on the fall Exact Path assessment, mastered 55% of their individualized

learning path targeted Math skills which meets the Measure 2 Goal of at least seventy percent (70%) of students.

Measure 3 -

NWEA MAP Goal Met at 90 SACS Bronx's median growth percentile of 3rd through 5th grade students with disabilities was 90, which exceeds the median growth percentile of 88 for 3rd through 5th grade general education students.

Exact Path Goal Met at 96. Students with disabilities mastered their individualized learning path targeted Math skills at a rate of Ninety-six percent (96%) which is equal to the rate of skills mastered by all students to meet Measure 3.

Measure 4 -

NWEA MAP Goal Unmet at 58%. SACS Bronx's 3rd through 5th grade students in at least their second year at the school did not meet the goal; 75% will meet or exceed the RIT proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

Exact Path Goal Met at 100%. One Hundred percent (100%) of 3rd through 5th grade students enrolled in at least their second year at the school mastered their individualized targeted ELA which exceed the goal of seventy percent (70%).

NWEA MAP Math results show that SACS Bronx met seventy-five percent of our Math Goals. Specifically, students met Comparative Measures 1, 2, and 3 with growth percentiles of 91, 81, and 90 respectively. These results reflect dynamic improvements over SY 2021-22 when student growth percentiles dipped to 34, 28, and 18 for the same measures.

Though students did not meet Measure 4, at fifty-eight percent (58%) proficiency, students demonstrated a twenty-six percent (26%) increase in achievement over SY 2021-22 (32%). The proficiency rate for students in at least their second year at the school was also three percent (3%) higher than that of all students (58% compared to 55% respectively), mostly due to the significant difference between 3rd grade returners and those in their first year at the school (74% vs. 65%).

On Exact Path, SACS Bronx met Measures 1-4 for Math Goals at 96, 100, 96, and 100 respectively.

ADDITIONAL CONTEXT AND EVIDENCE

Math Growth: Students with disabilities and those in RTI programming experienced strong growth following learning losses as a result of remote and hybrid instruction, chronic absenteeism, and trauma due to COVID in school years 2021-22 and 2020-21. As previously noted, students in these subgroups in particular, were adversely impacted by lack of physical connection with teachers and student support staff. Many of our families experienced food and housing insecurities, mental and physical health challenges, and unreliable internet connections during that two year period.

During SY 2022-23, consistent attendance among all grade three and four students and teachers contributed to end of year growth of 91% and 99% respectively. Fortunately, fifth grade student absences and changes in the teaching team did not pose as significant a challenge to their Math growth as it did ELA. End of year growth for fifth grade students was 84% on NWEA MAP.

During SY 2022-23 school-wide focus on learning habits and routines, growth mindset, student efficacy, goal setting and progress monitoring, and parent outreach and development, helped us to cultivate stronger learning partnerships to promote student growth, achievement, and well-being. SACS Bronx applied its success with learning partnerships and targeted small group instruction during Summer Boost by implementing intervention sessions facilitated by Teaching Assistants for the program. As the table below shows, the school's rising 3rd, 4th, and 5th grade students outperformed the district by ten percent (10%) overall. Furthermore, our Rising 3rd, 4th and 5th grade students exceeded the district performance by eight percent (8%), fifteen percent (15%), and seven percent (7%) respectively. As noted in the corresponding ELA analysis, we also formalized the School-Home Learning Partnership with implementation of a Social Contract and parent meetings for Summer Boost and have since adopted these practices school-wide for SY 2023-24.

MATH ACTION PLAN

During SY 2023-24, SACS Bronx will continue to prioritize the joy of learning as well as school-wide use of data in responsive learning cycles. Increased enrollment will enable us to re-establish our English Language Learner and Academic Intervention Support Team. The support team will provide another lever of the strategic small group work to augment what we accomplished through classroom based math stations and groups in SY 2022-23.

To ensure all students have solid foundational math skills and fluency, we will implement Math Routines during the first five-ten minutes of the core math period. We have determined that this fluency work will increase flexibility and build upon the gains in positive mindsets about math. The Math Scope and Sequence for SY 2023-24, strategically integrates Math Routines, EnVision Math, and Math Stories lessons. Teachers from each grade level contributed to development of the Scope and Sequence with the Instructional Leadership Team and our Lavinia Group partners. We will also utilize our students' interest in mastering math skills on First in Math and Edmentum Exact Path to provide additional one to one learning opportunities.

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.	Yes
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
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GOAL 3: SCIENCE

For SY 2022-23 SACS Bronx used the NWEA MAP Science assessment to measure student growth and achievement since there was no standardized New York State fourth grade science exam in Spring 2023.

BACKGROUND

Curriculum

SACS Bronx uses Discovery Education's Mystery Science, a unique based Next Generation Science Standards (NGSS) aligned curriculum for grades K-5 designed to help students stay curious and engaged.

Instruction

Teachers use Mystery Science guides and videos to lead engaging, *open-and-go* lessons with step-by-step, hands-on activities that explore scientific phenomena using common classroom items. Teachers use Mystery Science's unit tests and 3-D performance tasks to assess student learning. The curriculum's scope and sequence aligns with the New York City Science Scope and Sequence to provide required science content and skills related to big ideas and key concepts. We also use a STEM toolkit composed of virtual field trips, experiments, and videos. These exercises are designed to provide students with additional opportunities to apply the scientific method, understand the role of engineering in the sciences, develop and use models, plan and conduct investigations and support a claim based on evidence. Our Science curricula and STEM toolkit concepts include, but are not limited to properties of matter, weather and climate, patterns in space systems, forces and interactions, interdependent relationships in ecosystems, and more. Teachers also integrate the science curriculum with the concepts, principles, skills, and/or themes of our humanities and math studies. Teachers receive ongoing professional development and support for science instruction through our school's PLC model.

Professional Development

Since Mystery Science provides *open-and-go* lessons with hands-on activities, SACS Bronx has utilized grade level Professional Learning Community framework to offer teachers time and resources to practice and debrief lessons prior to teaching them to their students. Mystery Science has just introduced Professional Development Kits for Grades K-2 and 3-5 which SACS Bronx will implement in SY 2023-24 to norm and enhance teacher preparation for science instruction.

ELEMENTARY AND MIDDLE SCIENCE

For SY 2022-23 SACS Bronx used the NWEA MAP Science assessment to measure student growth and achievement since there was no standardized New York State fourth grade science exam in Spring 2023.

SCIENCE INTERNAL EXAM RESULTS - NWEA MAP - 4TH GRADE SCIENCE

METHOD

SACS Bronx used the NWEA MAP science assessment to measure our fourth graders' performance growth. The assessment was administered at the beginning and the end of the academic year. The first testing window occurred in September and provided a baseline for student performance. The final testing window occurred in June thereby measuring a full year of performance growth for students. Science performance data from NWEA MAP can be found in the "Results and Evaluation" section below.

To determine whether SACS Bronx met its science goal, the school used the two measures outlined below.

1. The school's median growth percentile of 4th grade students will be greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. The median growth percentile 4th grade students with disabilities at the school will be equal to or greater than the median growth of 4th grade general education students at the school.
3. 75% of 4th graders enrolled in at least their second year at the school will meet or exceed the grade level mean RIT score.

SUMMARY OF GOALS

2022-23 NWEA MAP 4th Grade Science Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> The school's median growth percentile of all 4th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	4th Grade All students	50	48	62	Yes
<u>Measure 2:</u> The median growth percentile of 4 th grade students with disabilities at the school will be equal to or greater than the median growth of 4 th grade general education students at the school.	4th Grade Students with disabilities ¹¹	62	5	68	Yes
<u>Measure 3:</u> 75% of 4th graders enrolled in at least their second year at the school will meet or exceed the grade level mean RIT score.	4th Grade	75	48	33	No

EVALUATION OF THE SCIENCE GOAL

In the absence of the standard New York State Science exam used in prior years, we set goals that the median growth percentile for all fourth graders on the NWEA MAP Science assessment would be greater than 50 and 75% of fourth graders would meet or exceed the mean grade level RIT.

¹¹ 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

Measure 1 - **NWEA MAP Goal Met at 62.** The median growth percentile for all fourth grade students was sixty-two (62) which is greater than the target of 50 to meet Measure 1.

Measure 2 - **NWEA MAP Goal Met at 68.** The median growth percentile on the NWEA MAP Science assessments for students with disabilities was sixty-eight (68) which exceeded the median growth percentile of all fourth grade students which was sixty-two (62).

Measure 3 - **NWEA MAP Goal Unmet at 33.** Despite the growth indicated by measures 1 and 2, SACS Bronx did not meet the goal to have 75% of fourth grade students meet the mean grade level RIT. It is likely that a higher percentage of students did not meet grade level expectations because the emphasis was placed on rigorous ELA and Math learning more so than Science in SY 2022-23.

ADDITIONAL CONTEXT AND EVIDENCE

Though our fourth grade students have historically excelled at the New York State Science Exam, this year our upper elementary students did not engage in the same level of consistent and rigorous science learning as in previous years. During SY 2022-23, SACS Bronx prioritized literacy and math instruction for grades three through five to address the critical learning loss experienced during COVID remote and hybrid learning and respond to student outcomes on the Spring 2022 New York State ELA and Math exams. NWEA MAP growth results suggest that our students will again experience strong outcomes on the New York State Elementary Science exam with focused inquiry based lessons and hands-on experience with the new New York State Elementary Science Investigations. Since the Blueprint for the Spring 2024 New York State Fifth Grade Science Exam indicates that the assessment is literacy intensive, we will also focus on developing our students' effective use of Close Reading and Constructive Response strategies to comprehend and respond to Science based content.

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

SACS-Bronx maintained a status of “Good Standing” during each year of the current Accountability Period. Nevertheless, the school is focused on solutions to overcome challenges to more substantially mitigating COVID related learning loss for greater improvements in student outcomes. Chronic absenteeism, teacher shortages, enrollment shortfalls, and significant changes in student demographics have impacted our implementation of instructional action plans despite gains in ELA and Math growth and achievement as measured by NWEA MAP.

Chronic Absenteeism

SACS Bronx ended SY 2022-23 with a school-wide average daily attendance of 87%. This represents a four percent (4%) increase over SY 2021-22. Nevertheless, we are working toward our goal of 90% or higher. Though some SACS South Bronx students flourished during remote and hybrid learning, many faced formidable challenges such as unreliable internet service, lack of a quiet space for learning, and need for additional teacher and peer support. In addition, our students experienced COVID related trauma in response to the loss of family members, friends, and school staff; and daily peer-to-peer socialization with classmates. Our fifth graders, in particular, were adversely impacted by absenteeism with an average daily attendance rate of 84% compared with third and fourth graders who maintained an attendance rate of 89%. We continue to work with our families to reset the norm of daily school attendance which was evident in our average daily attendance rate of 93% prior to the pandemic. For SY 2023-24 we have implemented a Family-School Social Contract in addition to ongoing Parent Outreach and Student Support programming. We are also networked to identify two interns to augment our Counseling Team. These interns will help us provide consistent check-ins and advisory groups for our fifth graders who tend to pose the most significant instances of chronic absenteeism.

Staffing Changes

Over the last three years, SACS South Bronx experienced significant shortfalls in student enrollment which declined each year from 331 (2020-21) to 277 (2021-22) to 231 (2022-23). Many of our families relocated for employment and/or housing opportunities in other parts of the City or out of state. Fewer enrolled students resulted in less revenue to implement planned teacher recruitment and retention strategies, and limited funds to attract and hire highly qualified staff as needed. In SY 2021-22, we had to forego adding a building substitute to address teacher absences at a time when COVID related trauma exacerbated a major exodus of teachers from the field. During SY 2022-23, Academic Interventionists, and Instructional Coaches were reassigned to classrooms to ensure students received consistent and rigorous instruction. (See Table below). The impact of teacher shortages are reflected in grade level student performance on the NWEA MAP assessments – with grade five being the most impacted.

Misalignment of Supports to Student Needs due to Staffing Changes

During SY 2022-23 both the Academic Interventionist and the English Language Learner Teacher for third through fifth grade had to be reassigned to the classroom due to teacher shortages. Prior to this in SY 2021-22, an Academic Interventionist took extended FMLA leave and was not replaced.

Simultaneously, SACS Bronx experienced a marked increase in the percentage of students with disabilities and English Language Learners. Moreover, several English Language Learners in these upper elementary grades are new ELLs who are Students with Interrupted/Inconsistent Formal Education (SIFE). We believe the loss of one English Language Learner Teacher to a full time classroom assignment and the absence of a dedicated Academic Interventionist may have slowed the rate of improvement on Measure 4 despite the gains made in conditional growth per Measures 1, 2, and 3 on NWEA MAP in SY 2022-23.

ACTION PLAN: STRATEGIES TO ADDRESS LEARNING LOSS AND CONTINUE TO IMPROVE OUTCOMES

The data and action plans provided in the ELA, Math, and Science sections above provide specific evidence of SACS Bronx students' progress. School based instructional leaders worked with the Lavinia Group and collaborated to establish and/or improve standard of operating procedures (SOPs) to collect, manage, and use data to inform content and instruction with fidelity. We believe these systems, together with the cultivation of a culture of data use, will strengthen horizontal and vertical alignment of school curricula, pedagogies, and assessments. Improved student engagement, independence, and efficacy, as well as growth and achievement on NWEA MAP ELA and Math assessments for SY 2022-23 suggest that these systems and practices will promote continued improvements in student outcomes and teacher capacity. In light of the addition of several new teachers we will ensure that effective veteran teachers provide peer support separate from more formal coaching rounds with instructional leaders.

Data Use to Identify Gaps and Accelerate Learning with Responsive Instruction

- School Leaders will ensure teachers develop their skills in student work study, data analysis, and responsive instruction plans.
- Teachers will continue to engage in data deep dive, reflection, and responsive action planning to deliver and progress monitor strategic skills targeted small group instruction.
- Teachers will continue to collaborate with Instructional Leaders in making adjustments to instructional scope and sequence based on weekly student work study and deep dive data analysis of student performance on NWEA MAP and Interim Assessments.
- School leaders will use observations, student work study, and data review to engage teachers in reflective practice as well as coach and provide feedback for next steps.
- School leaders will ensure all staff receive timely differentiated professional development in addition to workshops to implement curricula with fidelity and attend to school-wide priorities.
- Teachers and leaders will hold each other accountable for consistent use of weekly student work study protocols and daily progress monitors to modify teaching points and student groupings for strategic instruction.

Provision of Differentiated Instruction and Specially Designed Instruction

- Teachers who have evidenced effective use of differentiated instruction and specially designed instruction will provide peer support, feedback, and resources to help colleagues develop their skills in these areas.
- Strategic Small Group Reading, Math Stations, Morning Work, and Exit Tickets will be used for differentiated instruction in addition to W.I.N. Intervention periods.

Provision of Rigorous - Culturally Responsive Instruction

- Instructional leaders will reinstitute a Teacher Bootcamp based upon Get-Better-Faster: A 90-Day Plan to Develop New Teachers to ensure teachers develop effective skills in intellectual

preparation, lesson planning, modeling, classroom management, and student conferencing and coaching. The instructional leaders designed and facilitated a similar Teacher Bootcamp for new teachers in SY 2019-2020. Grade Team Leaders and other Teacher-Leaders will be invited to facilitate workshops on varied topics that are their strengths.

Lastly, in summer 2023, SACS succeeded in establishing a teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY 2023-24, SACS Bronx has added three teachers-in-residence. We believe this program will create a graduate student-to-teacher and teacher-to-teacher leader pipeline of high quality candidates immersed in the “Children’s Storefront” culture, climate, and academic, social-emotional, and arts programming.

We are confident that the action plans and strategies outlined in this progress report will accelerate student learning without compromising SACS Bronx’s joyful and innovative school culture, positive family-school relationships and student supports, arts programming, and experiential learning opportunities. *We enter the first year of our five year charter renewal with a keen focus on aligning all initiatives to benefit our students. Our collective work is to guide, motivate, and support our students to achieve their individualized social-emotional and academic learning goals as well as our charter benchmarks.*