



Amber Charter School Kingsbridge
2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

By Veronica Almedina and Kirsys Gomez

3120 Corlear Avenue
Bronx, NY 10463

(646) 802-1140

Ms. Sashemani Elliott prepared this 2021-22 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
John Gutierrez	Board Chair	Executive Committee and Ad hoc member of all board committees
Amador Centeno	Vice Chair	Executive and Facilities Committee
Soledad Hiciano	Secretary	Executive and Development Committee
Frank Aldridge	Treasurer	Executive and Finance Committee
Kelly Combs	Trustee (resigned May, 2022)	Facilities Committee
Timothy Day	Trustee	Facilities Committee
Robyn Epps	Trustee	Development Committee
Li’Esha Garcia	Trustee	Finance Committee
Miguelina German	Trustee	Education Committee
Lindsay Marino Long	Trustee	Development Committee
Brad Olsen	Trustee	Finance Committee
Jenna Pantel	Trustee	Development and Education Committee
Brian Quillin	Trustee	Education Committee
Vasthi R. Acosta	Trustee	Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board	

Ms. Gina Mellusi has served as the school leader since 2020.

SCHOOL OVERVIEW

Founded in 2000, Amber's mission reads:

Our mission - to provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.

Amber Kingsbridge served 516 students in 2021-2022 in grades K-6. Our students were approximately 12% African American, 75% Latino, and 13% White/Asian/Multi-racial/Native American and other, with 81% eligible for free and reduced lunch. There were 49% male and 51% female students.

This year we had 24 classes in grades K-6.

To address the literacy needs of our students, the curricular program used at both the Elementary and Middle School levels was *Into Reading/Literature* from Houghton Mifflin Harcourt. For Math instruction, *Into Math* also from Houghton Mifflin Harcourt was used at the Elementary level (K-4) and AF Navigator was used at the Middle School (5-6). The science curriculum program used at the Elementary level was [McGraw Hill Inspire Science](#) - while also leveraging its online learning platform to enrich the learning experiences of our students. At the Middle School level, the Science program used was *Into Science* for 5th grade and *Lab Aids* at the 6th grade level. The Social Studies curriculum used was McGraw-Hill's *New York Social Studies* at the Elementary level and *Into Social Studies* was used at the Middle School level. In addition, Amber continues to offer support via reading intervention, and enrichment through technology, Spanish, visual arts, music, and physical education.

Amber continued to serve the whole child by ensuring that the enrichment opportunities offered also included blocks of time dedicated to Social Emotional Learning [SEL]. This support was critical during our return to school and supported the healing from the trauma stemming from COVID-19. We continued to use Harmony SEL as our foundational SEL program. We also offered book clubs, lunch gatherings, and more while also leveraging our virtual platforms to invite students to celebrate their achievements with the community. The safety and healing of the community we serve continues to be at the center of our work.

Our staff also returned with the heavy burden of COVID-19 disruptions to their personal and professional lives. In light of the diverse needs of our staff, we continued gathering insight as to what felt safest for our staff and messaged the everchanging guidelines from the CDC and other authorities. We also provided choices to staff to develop their practice in asynchronous and in person ways. As we grow, we continue to practice the community by hosting focus groups designated by role to inform our decisions for the upcoming year as well. In this last year, we also committed to bringing to the forefront our human rituals and celebrations, through our committees re-launching at our schools. These address everything from student interventions, to celebrating our staff. Both necessary as we collectively and in community made sense of education during COVID-19. Community is a character trait of the Amber Way and it is what holds all stakeholders together.

This last year, we launched our Middle School. Students who opted out of attending our middle school were admitted into great charter and district middle schools. This is in line with our mission to have our students “prosper in future endeavors”.

School year 2021-22 left us deeply impacted by the global pandemic and navigating new challenges as we worked to maintain the safety of our community, make up for lost instruction and reestablish trust within the community we have served for years. COVID-19 forced us to re-think many of our practices to account for new knowledge, challenges and opportunities. The communities we serve continue to be disproportionately impacted by this crisis. As an organization, we continued to serve by offering guidance services to students and by extension, offering recommendations to families. We did so by surveying families and staff members about their challenges and concerns while children/they were in school and/or at home. Fostering and maintaining positive connections between students, families, and staff continues to be our focus.

Taking into account the many lessons learned from the previous school year, we were unrelenting about offering a robust learning environment which also leveraged technological tools to supplement, support and enhance instruction.

Despite the complex challenges our schools, communities, city, and country faced since March 2020, and continue to endure, our leaders and teachers have learned, stretched, and iterated in a variety of ways as we continue to strive to achieve our mission. We did this work daily, collaboratively, and with great intensity, throughout the year. This summer, we continue to leverage what worked and address what did not. This has made Amber all the more prepared to serve more students, more effectively, and truly achieve our mission.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5		Total
2016-17	83	45						127
2017-18	109	111	56					277
2018-19	110	105	99	43				357
2019-20	107	97	98	85	37			424
2020-21	80	97	94	92	73	35		471
2021-22	91	76	98	90	88	71	49	563

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

BACKGROUND

Amber Charter Schools utilized Houghton Mifflin Harcourt’s [INTO Reading/Literature](#) curriculum programs for core English language arts instruction. This program is Common Core State Standards and New York Learning Standards-aligned and received “meets expectations” ratings from EdReports.¹ To supplement our core programs, all students utilize [i-Ready ELA](#) which offer computer-based lessons, which are aligned to our iReady diagnostic assessments and can be tailored to enrich each child’s learning experience. [Raz Kids](#), which offers tailored and targeted learning experiences for our younger learners, continued to be utilized.

Professional development to the faculty was offered during our August Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. We provided informal and formal feedback to all staff members to gauge how plans, whether tailored to the staff member, or the overall school goals, needed to adjust or become codified.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA.

I-READY

2021-2022 iReady ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of	All students	100%	278	103%	Yes

¹[EdReports INTO Reading 2020](#), [EdReports INTO Math 2020](#)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

3 rd through 8 th grade students will be equal to or greater than 100%.					
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	50	117%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	100%	53	106%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	235	26%	No

End of Year Performance on 2021-22 iReady ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3rd	40%	86	40%	77
4th	28%	79	28%	78
5th	10%	70	13%	56
6th	12%	43	4%	24
All	24%	278	26%	235

End of Year Growth on 2021-22 iReady ELA Assessment

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

By All Students

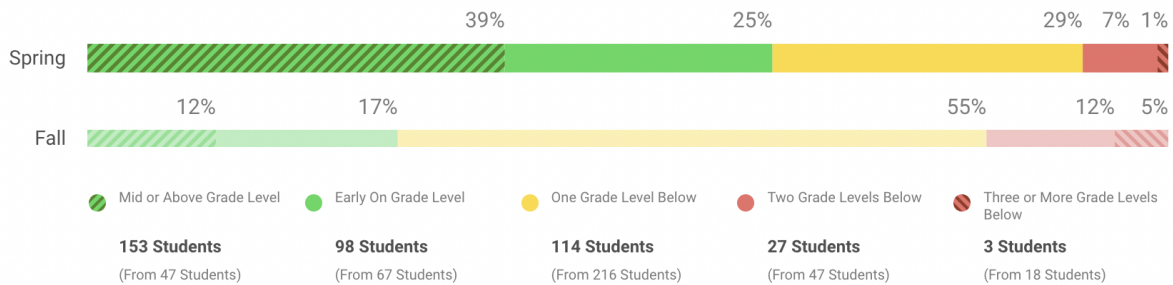
Grades	Median Percent of Annual Typical Growth	Number Tested
3	142	86
4	100	79
5	4	70
6	50	43
All	102.5	278

Results and evaluation

KB ELEMENTARY ELA DATA

Overall Placement

Students Assessed/Total: 395/422



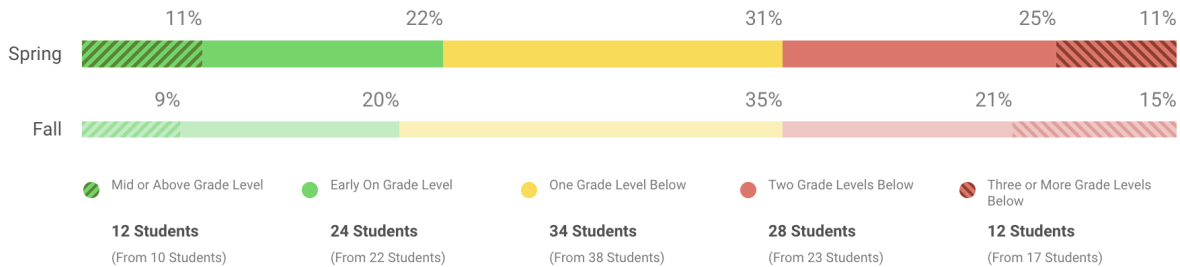
Although the return to schools was a challenge due to COVID-19 disruptions such as closures, we were able to leverage our resources to produce positive outcomes for our students. Amber KB Elementary was able to go from 29% of students in the Fall being classified as being ‘on/or above’ grade level to 69% in the Spring. Additionally, we were able to reduce the number of students who were one grade level or below by 50%.

- ★ Grow: Red makes up about 32 student, we still have about a third of our students who are one grade level or more below
- ★ Planning for next year/ Looking ahead: Push the students who are below by one grade level to achieve grade level performance. Focus

on how we can catch these students up to their peers. Spend September focusing on low performing standards.

Overall Placement

Students Assessed/Total: 110/118



Amber Kingsbridge Middle School ELA results

Opening a new middle school during a pandemic proved to be a challenge for all of our schools. We also faced the challenge of welcoming students back into a milestone-middle school- who hadn't been in school since they were in third grade. This proved to be a challenge for us *and* as a team, we rallied and embraced our student's academic and socio-emotional needs. When our middle schoolers were last in school, they were in 3rd grade; as they returned to a more traditional school setting, we had to tend to their developmental needs as well.

Based on the data, there were slight shifts to group placements in KBMS ELA. For example, at the beginning of the year, however, they are still worth celebrating. Although the academic shifts were not as pronounced as we had hoped, it is worth noting that 37% of students met their typical growth goal! This is worth noting because for some 6th graders reading at first grade level when they started, the data will not reflect this growth given reporting parameters for as 3 or more grade levels below.

As we head into the 22-23 school year, we continue to plan for 100% of our classes taking place in person and yet, we are also prepared to pivot with our asynchronous resources as supplements and supports. Our instructional teams have more experience with virtual and live learning models given the experiences we have had over the last three years as a community. We are continuing to create systems to evaluate the impact of our protocols and interventions as a result of the COVID-19 pandemic and its lasting effects.

We will continue to examine students' academic progress throughout the 2022-23 school year to understand how recovery and growth continue to unfold and inform our practices given the effects of the pandemic. These results are not reflective of what we historically have produced. Thankfully, we know much more about the impact the pandemic has had on student learning than we did even a few months ago. There is work to be done to help our students get back on track.

ADDITIONAL CONTEXT AND EVIDENCE

The measures outlined for iReady are set for typical growth and achievement in a school year. Unfortunately, we faced a school year that was anything but typical. We succeeded tremendously in establishing/maintaining our testing protocols as we returned to school given the lessons learned the year prior, but unfortunately did not meet all of the marks in English Language Arts. Returning back to school in person proved to be challenging due to the ongoing challenges the pandemic forced us to overcome. Attendance proved to be a challenge as children were unable to attend school due to their own illness or that of a caregiver, the changing guidelines for maintaining COVID safety in schools made it challenging to retain staff, and maintain stability for some of our highest need students.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber met and exceeded three of the four iReady measures in the 2021-22 school year. Despite the challenges of shutting classes down due to COVID-19 exposure, our children demonstrated tremendous growth. We did not meet measure 4, *“each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment”*. The children in these grades, no matter how long they have been at Amber, had the most interrupted learning experience in which they were pulled from traditional learning during the most important learning and major standards of their grade. To ensure that we are filling these learning opportunity gaps in the coming year, we have begun constructing a plan in which intervention for returning Amber students will begin as soon as possible. We will also administer our iReady diagnostic earlier this school year in anticipation of looser COVID protocols which prohibited us from testing all children in-person in September last school year. This early data means we can begin intervention with accurate data sooner rather than later.

Action Plan

Amber will continue to use the Houghton Mifflin Harcourt literacy curricula in the coming school year, *Into Reading/Lit and Writable (Elem)* and *Writing Composition (MS)*. The program has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

For the past six years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student’s transition to stations where the work is tailored to their small groups’ needs. Children can apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed. In the middle grades, we will continue offering professional development opportunities, supplemental programs for interventions and examine the data to offer additional support to our students.

Amber will continue to use iReady as a diagnostic assessment. Testing will be conducted three times during the school year to measure student progress in all grades, K-7. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady's ability to prepare students for New York State assessment student performance.

AMIRA will continue to provide strong data for literacy student interventions. Therefore, we use this assessment to determine intervention needs for students in first, second and third grade.

The design of the school day will have students begin each morning with a predictable routine, and then a teacher-directed ELA mini-lesson, which will include the presentation of a learning standard, modeling, and a "we do." Students will then work independently or in small groups, initially focused on the ELA learning target and then transitioning to targeted ELA station learning, interventions, iReady, and IEP-mandated and ELL services.

As in years past, we will apply a Response to Intervention framework to determine student levels of academic need, based on diagnostics administered. Academic intervention staffing at both schools remains intact, including SETSS, ESL, AIS, Tutoring, and Title I reading teachers, as well as teacher assistants in grades K-2 and tutors in grades 3-6. We will provide additional professional development during our August Summer Institute, this approach will afford classroom teachers and interventionists more opportunities for coordination and collaboration, and an even smaller teacher/interventionist to student ratio than our typical groupings.

Amber will continue to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities, as we are legally required to do by Child Find. All enrolled students will be monitored closely by classroom teachers, certified special education, and other interventionists. Our special education coordinators at each school are charged with ensuring students are evaluated and served in alignment with all IEP mandates, and they work closely with our operations staff to determine whether newly enrolled students have been formerly identified with disabilities (through searching the NYC DOE's Automate the Schools system [ATS], following up with former schools, etc.).

Similarly, students who require English as a Second Language [ESL] services, determined by NYSITELL/NYSESLAT levels of proficiency, will receive this instruction during the ELA, math and intervention blocks while in school. Staff developers will work with a Manager of English Language Learner Services, to ensure ESL compliance, refine pacing calendars based on instructional priorities and determine learning sessions per week.

We have also supported the psychosocial-emotional needs of our students in the past, and seek to establish a more comprehensive approach that is both preventive and responsive. We are thoughtfully considering our students' and families' experiences with COVID-19 and the additional stressors arising out of the broader pandemic experiences, as well as the decreased or complete elimination of typical developmental learning and life experiences.

In the previous year, we expected that our youngest learners, and those transitioning to the MS, will require significant support via practice, and routinizing procedures to become engaged learners. This is particularly true of our students who experienced interrupted learning due to health, social, financial, and other barriers to school during the 21-22 school year.

As a school that outperformed schools in our district, we look forward to working with our families, students and staff to meet the i-Ready goal measures in the coming year.

Instructional coaches and teachers focused on children in the middle (cusp) or the yellow section of the graph because we understood that with concerted efforts to support those students who were one grade level behind, we could help them make gains without falling further behind. As a result, there was a reduction of 16% of students in this cusp category indicating that children are moving forward but more support and ongoing support remains necessary.

Given that there are still many children who remain at one grade level (34%) or more below (9%), we intend on moving forward during the 2022-23 school year with a focus on targeting student growth in smaller groups for instruction and to continue reducing the student to teacher ratio as often as possible. Additionally, we intend to provide more opportunities for more phonics instruction in the lower grades and comprehension strategies in the upper grades. Additionally, we also want to launch the year with a focus on student stretch goals and providing visibility into what they are from the start of the year.

iReady ELA diagnostics were administered during three points of the school year to gauge our impact through instruction. Our urgency to meet the needs of our students was greater than ever before. The data collected from iReady was used to help tier students for learning grade level content, plan for targeted interventions, adequately staff and train personnel for said plans and generate actionable data student reports for teachers. Student performance on these diagnostics also informed the personalized learning path for each student on iReady computer-based lessons. iReady assessments were also administered again in February and May.

As previously mentioned, Amber students were assessed at the beginning, midpoint, and end of each learning module. We created a testing plan with extension communication regarding the preparation, administration, and response period. Unlike last year, this year, all assessments were administered in person, within a two-week period and the feedback loop with actionable steps to take took place soon after.

All assessment data, including module assessments, is housed in Illuminate, our school and network-wide learning platform. Across all assessments, 80% indicates mastery of a standard. Teachers used data to adjust instruction, administrators used the results to gauge impact and proximity towards achieving our school wide goals. Weekly data meetings with school-based data managers and staff developers provide protected, collaborative time to analyze and plan to meet students' needs.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics: All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

BACKGROUND

Into Math from Houghton Mifflin Harcourt is the curriculum implemented at Amber Kingsbridge. This curriculum has a strong alignment to the Next Generation State Standards. This program received “meets expectations” ratings from [EdReports](#). The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners. Another important factor in using this program is its robust technology component called *Ed Your Friend in Learning*. While students did receive hardcopies of curriculum materials, students mostly engaged with their books in a digital and interactive way.

AF Navigator is the math curriculum piloted at Amber Inwood Elementary during the 2021-22 school year after partnering with Achievement First. The materials and instructional pacing are focused, they offer a system for close collaboration with their expert coaches, it offers a plethora of professional development which can be offered both live and asynchronously, and provides scope and sequencing for lessons, interventions and promotes coherence and opportunities for both fluency and deeper understanding while increasing instructional time.

The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners. Another important factor in using this program is its robust coaching associated with the program which allows our teachers and coaches to evaluate practices and adjust given a tighter feedback loop being implemented.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

Back in the 2018-19 school year, Amber Kingsbridge piloted the iReady diagnostic assessment with fourth grade. In 2019-20 we launched iReady testing school wide which was conducted three times

during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data drove instructional practice and academic interventions. Focal points included alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady’s ability to prepare students for New York State assessment student performance. Since the initial switch to remote learning in March 2020, Amber continued to use iReady online lessons. This school year we took on the task of administering the diagnostic assessments while fully remote in September and February. During our final iteration of the diagnostic in May, we were able to offer the assessment to our hybrid students in-person and continued assessing our students who were remote full-time.

ELEMENTARY AND MIDDLE MATHEMATICS

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

INTERNAL EXAM RESULTS

METHOD

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school primarily used the iReady assessment to measure student growth and achievement in mathematics.

iREADY

2020-21 iReady Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	277	104%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	71	111	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than	Students with disabilities ³	104%	53	96%	Yes

³ 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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	234	20%	No

End of Year Performance on 2020-21 iReady Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	85	18%	77
4	29%	79	28%	78
5	16%	70	18%	56
All	2%	43	0%	23
	18%	277	20%	234

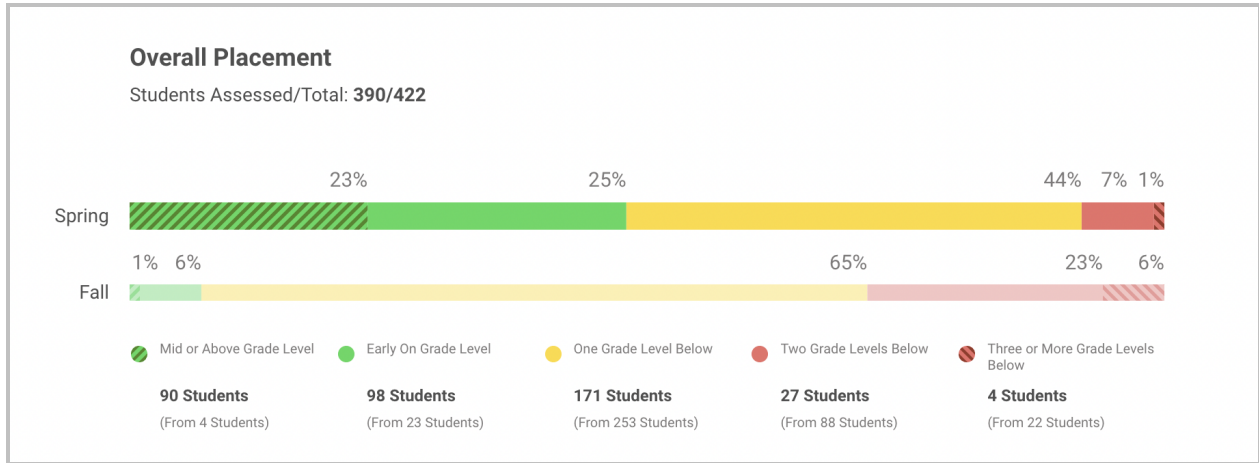
End of Year Growth on 2020-21 iReady Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	111%	85

subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

4	113%	79
5	70%	70
6	86%	43
All	104%	277

KB ELEM ES Math results

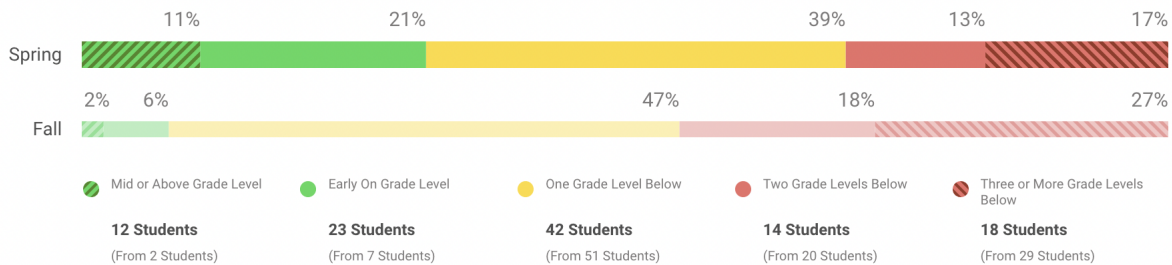


As evidenced from the table above, during the 21-22 school year, Amber KB Elementary celebrated that they were able to increase the number of students ending the year on grade level. In Math, the percentage went from 7% of students being at or above grade level to 47% of them being on grade level. Additionally, during the first administration of the i-Ready assessment, 30% of students were performing two to three grade levels below grade level and that number was reduced to 8% of students in grades K-4 performing at those levels.

KB ELEM Middle School Math results

Overall Placement

Students Assessed/Total: 109/118



As we evaluated our performance, KB MS was excited to celebrate that while at the beginning of the school year 8% of students were performing at or above grade level, the efforts of the staff and coaches were able to move that number to 32% of students performing at or above grade level at the end of the year! Additionally, the number of students performing at the lowest levels decreased from 45% to 30%.

While there were some wins to celebrate during the 21-22 school year, Amber Kingsbridge as an instructional community recognizes that there are improvements that remain to be made. Based on the data listed above, approximately 1/3 of students remain behind grade level. Therefore, Amber Kingsbridge MS intends to continue its partnership with AF Navigator while KB ES works with Into Math to address the needs in the cusp categories. Additionally, given the protocols. Given our return was still disrupted by matters relating to COVID-19, we will continue to provide support our students with the social- emotional challenges they face upon their return or start to school, continue to engage our families in the work which upholds our value of COMMUNITY, and respond to the data using instructional tools best suited for the individualized needs of our students.

RESULTS AND EVALUATION

The results this past school year are not reflective of the results we usually see at Amber. The pandemic and the extreme learning curve necessary for staff, students, and families, to participate in virtual and then hybrid learning deeply impacted our scores. These results will serve as a baseline for the upcoming school year as we rally to meet the expectations set forth. [Curriculum Associates](#) has recently published reports that reflect nationally what we have seen internally--less than typical results.

iREADY

2020-21 iReady Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	277	104%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	71	111	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	104%	53	96%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	234	20%	No

End of Year Performance on 2020-21 iReady Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	85	18%	77
4	29%	79	28%	78
5	16%	70	18%	56
All	2%	43	0%	23
	18%	277	20%	234

End of Year Growth on 2020-21 iReady Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	111%	85
4	113%	79
5	70%	70
6	86%	43
All	104%	277

ADDITIONAL CONTEXT AND EVIDENCE

Amber met and exceeded three of the four iReady measures in the 2021-22 school year. Despite the challenges of shutting classes down due to COVID-19 exposure, our children demonstrated tremendous growth. We did not meet measure 4, *“each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment”*.

The measures outlined for iReady are set for typical growth and achievement during an atypical school year. We succeeded in establishing norms for testing which accommodated disruptions due to COVID closures, personnel shortages, student attendance challenges to name a few. Despite our efforts to mitigate these challenges our student data shows that we need to continue to closely monitor and create actionable plans for math content.

SUMMARY OF MATHEMATICS GOAL

Amber fell short of its iReady math measures in the 2021-22 school year. While disappointed with these outcomes, it is difficult to quantify student achievement using typical measures during a year of return that was still atypical. For the 22-23 school year, we trust that the data collected in the year prior will serve as a baseline to forge the way forward for our school.

ACTION PLAN

Amber will continue its use of *Into Math*. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overview and lessons promote coherence and opportunity for both fluency and deeper understanding. The materials are comprehensive and easy to use. They provide the proper level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. In addition, response to intervention is embedded to support diverse learners.

Similar to previous years, we will continue to use the capacity and skills within the organization as well as product consultants to assist our staff. We want to ensure the learning from the pandemic does not escape us simply because we are back in the school building. We want to apply the lessons learned throughout the pandemic to enhance and accelerate learning for students.

For over five years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then students transition to stations where the work is tailored to their small groups' needs. Children can apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at Amber charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

BACKGROUND

For the 2021-22 school year, Amber Charter School Kingsbridge ES continued with the same core science curriculum program already in use - [McGraw Hill Inspire Science](#) and at the middle school level beginning at 6th grade, they used [LabAids](#). We supplemented our science instruction with *ScienceFusion*, which is the Science curriculum used at Amber East Harlem, and used as a supplementary resource this past school year at Amber Kingsbridge. *Science Fusion* offers students the opportunity to ask and answer questions, investigate and draw conclusions through textbook reading, digital lessons, and virtual labs. Units within each book are divided into lessons which are done weekly. Supplemental science materials used are trade books and other resources identified

by the teachers to enhance the units of study covered by the curriculum. The in-house staff developer provides guidance on the implementation of the science curriculum and supplemental resources.

ES Grades: Supplementary

McGraw Hill Inspire Science classes flexibility for investigations, including a full range of interactive instructional options to engage students in small-group, lab, and whole-class settings (e.g. write-in worktext, digital lessons, hands-on or virtual labs).

This program is a blended learning solution, which provides classes flexibility for investigations as well as options for instruction, including write-in worktext, digital lessons, hands-on or virtual labs.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in the Spring of 2022.

RESULTS AND EVALUATION

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Amber Kingsbridge met its accountability goal in Science. It is impossible to know if Amber has met the comparative measure since district scores were not made public.

ACTION PLAN

Amber's past scores on the NYS Science exam demonstrate that the curriculum and teaching methodologies implemented were effective in preparing the students for this assessment. Yet with the new Science standards published by the State, Amber is researching a new curriculum for science to ensure our students learn these standards and are prepared for the new 5th grade science exam in the 2023-24 school year.

The current curriculum program already in use - [McGraw Hill Inspire Science](#) - has proven effective at the elementary level. Written to meet the specific needs of New York students and teachers, McGraw-Hill Networks New York Program follows the New York Standards and the NYC Scope and Sequence. The curriculum includes hands-on interactive resources, and easy-to-use assessment tools. Lastly, a digital Teacher Lesson Center that supports educators to plan instructional staff with the customization of lessons, assessments, assignments, creating presentations, activating learning, and the tracking of results to differentiate instruction.

GOAL 4: ESSA

All students at Amber Charter will be in good standing

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. The 2020-21 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

Amber Kingsbridge is in good standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

