



# **HARLEM LINK CHARTER SCHOOL**

## **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Dan Steinberg and Aviva Buechler, Co-Principals, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Naheem Harris	Chair	Finance, Executive
Brandilyn Dumas	Vice Chair	Education, Executive
Kenneth Catandella	Trustee	Development, Executive, Nominating
Jonathan Barrett	Treasurer	Executive, Finance
Janelle Ashley Charles	Trustee	Education
Kyle Haver	Trustee	Education
Edward Robinson	Trustee	Finance; Education
Monica Chestnut	Trustee	Education

**Dan Steinberg and Aviva Buechler, Co-Principals have served as the school leaders since 2021.**

## SCHOOL OVERVIEW

Harlem Link Charter School (HLCS) serves students in pre-kindergarten (pre-k) through Grade 5 in the Harlem neighborhood of Manhattan in Community School District (CSD) 3. Our school's mission states: HLCS, a pre-k to 5th Grade public school, links academics, values, and community to graduate scholars who learn and serve in their communities. Families, staff, and the Harlem community partner to provide a safe, supportive learning environment that empowers students and alumni to take an active role in their learning and lead with their values.

The 2022-23 school year marks our 18th operating year, the 14th year at our full grade span, and the final year of our fourth charter term. HLCS opened in 2005, serving kindergarten and first grade students in Harlem. We reached our full chartered grade span in the 2009-10 school year, serving Grades K-5. In 2010, we received a three-year term ending in 2013. Subsequently, in 2013 and 2018, HLCS received five-year renewal terms. In 2015, we introduced a pre-k program.

While located in CSD 3, just 24% of our students came from CSD 3 in 2021-22 while 25% came from CSD 5 (Upper Manhattan) and our demographic profile resembles CSD 5 more closely than our district of location. In 2021-22, our enrollment was 89% economically disadvantaged (ED) students, 12% English language learners/multilingual learners (ELL/MLLs, including former ELL/MLLs), and 25% students with disabilities (SWD). In addition, 65% of HLCS students identified as Black and 31% identified as Hispanic in 2021-22.

HLCS supports students from pre-k through Grade 5 with our Start to Finish program. In Grades 4 and 5, we provide counseling to students and families on middle school admissions and offer workshops, personalized guidance sessions, and ongoing strategic and logistical support. In Grade 5, students create portfolios and participate in small-group mentoring to prepare for middle school admissions. We gather extensive data on local middle schools to provide our students with well researched options that are safe, have high expectations, and strong records for high-school placement. Some of these schools include: Mott Hall II, Computer School, the Mott Hall School, West End Secondary, Center School, Columbia Secondary, Community Action, KIPP, and Democracy Prep.

### School-wide Accomplishments in the 2021-22 School Year

In 2021-22, we made several improvements to our school program to support student growth, improve organizational efficacy, and increase community engagement. These include the following:

- Restructured leadership team:** In the 2021-22 school year, the HLCS Board determined that HLCS would be best served by transitioning to a new leadership structure led by two co-principals. Previously, HLCS was led by co-executive directors, who oversaw the co-principals. The Board dissolved these roles to create an effective leadership team that demonstrated the school's commitment to collaboration and accountability, while decreasing the number of school leaders in order to promote efficient organizational practices. In January 2022, Dan Steinberg and Aviva Buechler began leading the school as co-principals. During this transition, we increased the opportunities for family involvement in our school. In 2022, we formed the HLCS Ambassadors, a committee of parents and staff

members helping to advocate for our school community. We also added the head of the Parent Association to the Board as a voting member in February 2022, and have begun involving families with the process of interviewing Board members. As a result, our parents have become increasingly engaged with Board initiatives, with between 30 and 100 parents attending board meetings in 2021-22.

- **Administered NWEA MAP assessments:** We introduced the NWEA MAP assessments for Grades 1-5 in the 2021-22 school year to measure student achievement in math and ELA as a supplement to state assessment data. We are continuing to administer the NWEA assessment three times annually going forward.
- **Introduced instructional leadership team:** We introduced the instructional leadership team (ILT) in 2021-22, which includes the co-principals, two co-directors of student and family affairs, the director of literacy, the ENL/MLL specialist, and the manager of special education. The ILT collaborates closely with grade teams to provide support with instructional strategies and data analysis, and meets regularly to discuss, analyze, and create next steps based on student data. We are continuing to leverage this resource in the 2022-23 school year to ensure that all faculty receive the support they need to excel in their teaching responsibilities.
- **Implemented data dashboards school-wide:** Our data team, which includes the manager of data and accountability and the academic data and technology coordinator, introduced data dashboards school-wide in 2021-22 as a tool to analyze student data. Teachers and administrators use these dashboards to analyze specific data, such as outcomes for subgroup populations and standards performance across different assessments. In the past, we used tracker spreadsheets for this information; we have found that data dashboards are more user-friendly for staff, allowing teachers to more effectively use data to inform instructional strategies. The data team works closely with the ILT and teachers to continuously improve how we analyze data and use this particular tool in exploring data.
- **Introduced math intervention block:** Students have a math intervention block twice weekly for lower grades and daily for upper grades, modeled after our successful literacy stations approach. We introduced this block in 2021-22 to address gaps in math knowledge that arose during remote learning. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests. We will continue to have dedicated math intervention blocks in 2022-23 twice per week.
- **Piloted Promethean boards:** During remote learning, we increased our use of technology to provide differentiated learning opportunities for students in at-risk subgroups. We continued this focus on technology after returning to campus in 2021-22 by piloting Promethean boards in three classrooms. We are continuing this pilot in 2022-23 with increased focus on technical training so that these boards can be used to their fullest potential. In addition, HLCS continues to use the technology programs first introduced during the COVID-19 pandemic.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total

2017-18	79	75	87	53	55	52	401
2018-19	69	69	79	75	56	45	393
2019-20	77	76	71	82	78	45	429
2020-21	67	73	68	69	76	70	423
2021-22	59	60	71	69	73	74	406

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Scholars will become proficient readers and writers of the English language.

#### BACKGROUND

HLCS implements a balanced literacy approach, which provides students with a variety of scaffolded literacy opportunities throughout the day. The key literacy components taught include reading workshop, literacy stations, read aloud, shared reading (K-2), close reading and word study (K-5), and writing workshop. Almost all students have guided reading daily as part of literacy stations; for students performing above grade level, guided reading may be slightly less frequent, while students struggling with core concepts participate in additional reading time with an academic intervention services (AIS) teacher.

For Reading and Writing Workshops, we use a combination of HLCS-created literacy units with select units from Lucy Calkins Units of Study in Grades K-3 and Into Reading Units in Grades 3-5. The HLCS-created literacy units are aligned directly with the New York State Learning Standards and designed to facilitate student autonomy and experiential learning. For example, students in Grade 1 participate in a restaurant unit during which they study food and restaurants using a cross-disciplinary perspective. Students learn about food science, meals across different cultures, and how a restaurant functions; the unit culminates with students creating their own restaurant, which includes delegating responsibilities, planning a menu, preparing food, and serving customers. Through this unit, students develop skills in math, social studies, science, and ELA.

In Word Study, we use Heggerty for phonological awareness instruction in Grades Pre-k through 2, Foundations for phonics instruction in Grades K-2, and Words Their Way in 3-5, as phonics has proven to be an area of need especially over the last year and a half. We use F&P Guided Reading books, Lexia Core 5, Learning A-Z, and Rigby Leveled Library resources to help support teaching and learning during literacy stations.

## ELEMENTARY ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	56				12	68
4	61				4	65
5	60				9	69
All	177	0	0	0	25	202

### RESULTS AND EVALUATION

29% of HLCS students in at least their second year achieved proficiency on the 2021-22 ELA Exam, which did not meet the measure by 46 percentage points. Fifth grade students scored substantially lower than the third and fourth grades, which may be related to the students’ having never taken a State exam until 2021-22, due to the COVID-19 closures.

The HLCS ELA program uses a balanced literacy approach to support strong outcomes, and we provide extensive support with phonemic and phonological awareness. This begins with the Heggerty program for Grades pre-k through 1. In Grades 1-2, teachers provide targeted phonics support to struggling students in small groups, and in Grades 3-5, we use Words their Way to support students with phonics.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	56	37%	49

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

4	33%	61	31%	55
5	18%	60	20%	54
All	29%	177	29%	158

### ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. The New York State ELA exam given in 2022 represents a new baseline for scores in proficiency and progress. Going forward, we will be able to measure growth and performance year to year.

#### Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Comparative Measure

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.

### METHOD

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

### RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

## 2021-22 State English Language Arts Exam Charter School and District Performance by Grade Level

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 <sup>nd</sup> Year		CSD 3 Students		CSD 5 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37%	49				
4	31%	55				
5	20%	54				
All	29%	158				

### ADDITIONAL EVIDENCE

Pending District Results

#### Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

Did students grow at the normed rate according to the beginning of year baseline score? No

HLCS did not meet our targets for the NWEA MAP ELA assessment. We were within nine points of our target of 50 for median growth percentile.

#### NWEA ELA

2021-22 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 <b>1st through 5<sup>th</sup></b> grade students will be greater than 50. Student growth is the	All students	50%	329	41%	No

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

difference between the beginning of year score and the end of year score.					
Measure 2: Each year, the school's median growth percentile of all <b>1st through 5<sup>th</sup></b> 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%	81	32%	No
Measure 3: Each year, the median growth percentile of <b>1st through 5<sup>th</sup></b> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	41+%	83	25%	No
Measure 4: Each year, 75% of <b>1st through 5<sup>th</sup></b> 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.	2+ students	75%	284	17%	No

### End of Year Performance on 2021-22 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	Number Tested	Percent Proficient	Number Tested
1	14%	55	13%	48
2	10%	70	7%	61
3	16%	68	18%	55
4	31%	66	33%	57
5	14%	71	14%	63
All	17%	329	17%	284

### End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grade s	Median Growth Percentile	Number Tested
1	42	55
2	43	70
3	60	68
4	43	66
5	18	71
All	41	329

**ADDITIONAL CONTEXT AND EVIDENCE**

According to NWEA’S “Similar Schools Report” for the 2021-22 school year, the median matched growth percentiles for HLCS was 61 in ELA, placing HLCS in the high growth/low achievement quadrant compared to other schools.<sup>3</sup>

**Goal 1: Comparative Measure**

Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P’s recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.

**METHOD**

The Fountas & Pinnell Benchmark Assessment Systems (BAS) assessments are conducted one-on-one. In Part 1 of the assessment, the student reads aloud and talks about the system’s original, precisely leveled fiction and nonfiction books, while the teacher observes and notes the reader’s behaviors on carefully constructed forms. In Part 2, the teacher conducts a revealing Comprehension Conversation. Optional Part 3 uses a Writing About Reading prompt to elicit response to the text.

**RESULTS AND EVALUATION**

Grades 1, 2, 3, and 5 did not meet this measure in 2021-22. In Grade 4, 75% of students enrolled at HLCS for 2+ years achieved the instructional benchmark, meeting the goal.

Grade	Benchmark	Actual (All Students)	Actual (Students at HL 2+ Years)
1	75% at F	71%	65%
2	75% at K	54%	50%
3	75% at O	43%	45%
4	75% at R	73%	75%
5	75% at U	61%	60%

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

Although Harlem Link Charter School is still working toward having at least 75 percent of scholars in at least their second year scoring at proficiency levels of 3 and 4, the systems we have in place and being back in school full-time have our students positioned for positive growth. We look

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<sup>3</sup> NWEA creates a list of similar schools based on the eligibility rate for free/reduced price lunch and their classification as urban/rural. This report looked at 273 comparison schools.

forward to the release of statewide and district scores so we can reflect on the ELA results in the context of all others’ new baselines.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending release of scores
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.	N/A
Comparative	Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P’s recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.	Not Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

**ACTION PLAN**

In the 2022-23 school year, we are implementing the following practices to target improved student outcomes in ELA:

- **Continuing the science of reading professional learning community:** We introduced a science of reading professional learning community (PLC) in the 2020-21 school year to address gaps in student outcomes and anticipated learning loss due to the COVID-19 pandemic. In 2022-23, this group will continue to meet, with the goal of identifying science-driven strategies that HLCS teachers can use to teach reading. The HLCS director of literacy will use these findings to inform shifts in our ELA program going forward to ensure that all students are receiving high-quality, science-based reading instruction.
- **Expanded support for co-teaching and looping:** We have identified co-teaching as an area of focus to improve student outcomes in the 2022-23 school year and beyond. Our internal analysis of teacher evaluation data in conjunction with student outcomes indicated a relationship between strong co-teaching practices and higher scores. As a result, we are strengthening co-teaching strategies in the 2022-23 school year, beginning with training during the summer institute and continuing as a professional development topic throughout

the year. We are also introducing dedicated co-planning time for teachers on Thursday afternoons. During this time, teachers will work together to engage in intentional co-planning. The ILT will support this process by providing additional support to teaching teams as needed. MAP scores from 2021-22 also showed that the highest achievement and growth scores came from students in grades with looping teachers. In response, we adjusted our teaching staff by moving a strong teacher into Grade 3 to loop with that class; we are also looping a Grade 4 co-teaching pair to Grade 5 in 2022-23, in response to Grade 5 outcomes in 2021-22.

- **Ownership and accountability over achievement data:** One of our goals for 2022-23 and beyond is to increase teacher and student ownership of academic data. To accomplish this, we are increasing student involvement in the cycle of data analysis, beginning with the goal-setting process. We are confident that this process will encourage students to invest in their academic growth. For teachers, we are hopeful that the implementation of data dashboards and increased time for planning in co-teaching pairs will increase teachers' capacity to autonomously use data for grouping and re-teaching.
- **Increased Use of NWEA MAP Data:** The 2021-22 school year was our first year administering the NWEA MAP assessments; in 2022-23, we are focused on further integrating this assessment into our process for data analysis. We are refining our data analysis protocol to include MAP data, ensuring that academic leadership at HLCS is consistently reviewing MAP data and taking steps to address proficiency gaps. Teachers will be expected to monitor MAP data for their students and use the results to inform intervention strategies. The NWEA will provide training to HLCS staff in the 2022 summer institute to support this process. Finally, we are adjusting the administration schedule of MAP to start slightly later in the school year in 2022-23, as recommended by the program.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Each year scholars will demonstrate proficiency in mathematics.

#### BACKGROUND

HLCS uses a constructivist approach to math in which students are the primary sense-makers of the math world around them. Teachers facilitate deep conceptual understanding of grade-specific standards through inquiry-based math tasks that build upon schema and students' knowledge about the world. To prepare teachers for our approach to math, the director of math provides coaching in the constructivist approach, including the use of developmentally appropriate manipulatives that help students build concrete models until they are ready for more abstract math thinking. Our K-5 curriculum is based on Savvas Realize and the program is vertically aligned to ensure students master all necessary standards in each grade. Students attend a daily Math Workshop that includes math routines, inquiry-based investigations, math games designed to develop fluency and number sense, and math discourse where students are required to explain their thinking.

One of our approaches to building student engagement in math is our use of Cognitively Guided Instruction (CGI), a student-centered approach to teaching problem-solving. CGI starts with what students already know and builds on their natural number sense and intuitive approaches to problem solving, ending with a discourse driven by students who solved the problem differently but correctly. The teacher supports this process by creating a visual model of each student strategy while they speak to their peers, in order of increasing sophistication. This process uncovers connections and access points that lead all students to move across a continuum of more complex and flexible strategies.

HLCS has a math intervention block twice weekly for lower grades and daily for upper grades, modeled after our successful literacy stations approach. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests.

## ELEMENTARY MATHEMATICS

### Goal 2: Absolute Measure

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.

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	58				10	68
4	61				4	65
5	62				7	69
All	181	0	0	0	21	202

### RESULTS AND EVALUATION

The school did not meet the measure by 48 percentage points. 27% of students in at least their second year were proficient on the 2021-22 State Mathematics Exam.

<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

To support progress in math, HLCS students have a math intervention block twice weekly for lower grades and daily for upper grades. The math block is one of our most effective math practices and is modeled after the successful literacy stations approach. We introduced the math intervention block in the 2021-22 school year to address gaps in math knowledge that arose during remote learning. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests.

Students in Grade 5 showed lower outcomes than other grades. As a result, we are adjusting our co-teaching practices and looping structure in the 2022-23 school year. Please see the ELA action plan section for a description of these adjustments.

Performance on 2021-22 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	58	41%	49
4	34%	61	35%	55
5	6%	62	7%	55
All	26%	181	27%	159

ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. The New York State ELA exam given in 2022 represents a new baseline for scores in proficiency and progress. Going forward, we will be able to measure growth and performance year to year

**Goal 2: Absolute Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

**Goal 2: Comparative Measure**

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.

**METHOD**

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

**RESULTS AND EVALUATION**

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41%	49		
4	35%	55		
5	7%	55		
All	27%	159		

**ADDITIONAL EVIDENCE**

Pending District Results

**Goal 2: Comparative Measure**

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 2: Growth Measure**

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

Students did not grow at the normed rate according to the beginning of the year baseline score. We were within four points of our target of 50 for median growth percentile. HLCS did not meet our targets for the NWEA MAP Math assessment.

### NWEA MATH

2021-22 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 <b>1st through 5th</b> 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%	329	46%	No
Measure 2: Each year, the school's median growth percentile of all <b>1st through 5th</b> 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%	191	44%	No
Measure 3: Each year, the median growth percentile of <b>1st through 5th</b> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	46+%	83	29%	No
Measure 4: Each year, 75% of <b>1st through 5th</b> 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.	2+ students	75%	280	15%	No

By All Students and Students Enrolled in At Least Their Second Year				
Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

1	15%	55	17%	47
2	12%	70	9%	58
3	18%	68	20%	55
4	24%	66	26%	57
5	6%	71	6%	63
All	15%	329	15%	280

### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

Grade s	Median Growth Percentile	Number Tested
1	42	55
2	50	70
3	49	68
4	65	66
5	35	71
All	46	329

#### ADDITIONAL CONTEXT AND EVIDENCE

According to NWEA'S "Similar Schools Report" for the 2021-22 school year, the median matched growth percentile for HLCS was 55 in math. This placed HLCS in the high growth/low achievement quadrant for both math and ELA compared to other schools.<sup>6</sup>

#### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The HLCS baseline proficiency levels on the NYS math exam are 26% for all students and 27% for students enrolled at least two years at the school. Although the goal of 75% proficiency in math was not achieved, we are anxious to analyze where these results fall when compared to other schools in the district, city and state.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending release of scores

<sup>6</sup> NWEA creates a list of similar schools based on the eligibility rate for free/reduced price lunch and their classification as urban/rural. This report looked at 282 comparison schools for math.

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.	N/A
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

**ACTION PLAN**

In 2020-21, in response to outcomes on math quizzes, teachers formed small groups to reteach standards and then tracked student performance on a follow-up assessment. We plan to bring this practice to Grades 1 and 2 in 2022-23. We believe that this initiative will provide increased opportunities for differentiated instruction and lead to increased math proficiency for our younger grades going forward.

HLCS students demonstrated strong comparative outcomes in our first year administering the NWEA MAP assessment. However, assessment data did indicate that Grade 5 students were not showing adequate growth in math. In response, we adjusted the math curriculum for upper grades to increase our emphasis on discrete learning standards. We believe that our investigations-based approach, while appropriate for lower grades, was not adequately preparing older students for success in math. We also adjusted our staffing assignments to ensure that upper grades are supported by strong teachers.

Please see the initiatives described in the ELA action plan describing improvements to our co-teaching practices, looping structure, and use of data, for more information on the math action plan for 2022-23.

**GOAL 3: SCIENCE**

**Goal 3: Science**  
 Students will demonstrate competency in the understanding and application of scientific reasoning.

**BACKGROUND**

The science team uses the Full Option Science System (FOSS) science program to promote an exploratory approach to learning and experimentation through observations, deductive reasoning, and an understanding of the scientific method. All grades participate in two periods of science instruction per week. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. Science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

ELEMENTARY SCIENCE

**Goal 3: Absolute Measure**

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Overall, the school did meet this absolute measure in science . In the tested 4th grade, 89% of all students and 89% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment in science.

Charter School Performance on 2021-22 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	62	89%	55

**Goal 3: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science instruction followed the FOSS Science program that included lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 took the NYS Science exam and 89% performed at proficiency levels 3 and 4.

## ACTION PLAN

Please refer to the action plans described in the previous sections.

## GOAL 4: ESSA

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. Assigned accountability designations and further context can be found [here](#).

### Goal 4: 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

Harlem Link has met this measure; the school is in good standing in 2021-2022.

#### ADDITIONAL EVIDENCE

Harlem Link continues to be in good standing.

Accountability Status by Year

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