



[Lamad Academy Charter School

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Reverend Alfred Cockfield

1060 Clarkson Avenue, 4th Floor
Brooklyn, NY 11212

833-465-2623

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Rev. Alfred Cockfield, Executive Director 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)
Rubain Dorancy	Chair	Executive, Finance, Policy
Adrian Brijadder	Treasurer	Finance
Kenneth Halperin	Secretary	Executive, Finance, Policy
Abenaa Frempong-Boadu	Member	Education
Gregorio Mayers	Member	Executive, Finance, Policy
Reverend Alfred Cockfield	Ex Officio Member	N/A
Name	Office	Committees

Reverend Alfred Cockfield has served as the school leader since August 2020.

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to pursue advanced mathematics and science education successfully and enthusiastically in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but *inspire* students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher-order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

In the 2021-22 school year, our second year of operation, our students returned to in-person instruction.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally-developed social-emotional curriculum. In addition, teachers take frequent temperature checks of students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also had a full-time social worker and school counselor on staff who provided support to all students experiencing social-emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

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	6	7	8	9	10	11	12	Total
2020-21							69							69
2021-22							45	67						112

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

LACS utilizes the Engage NY ELA curriculum, which includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year, and the modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module culminates in an end-of-module performance task that can provide information to educators on whether students in their classrooms are achieving the standards.

LACS pairs the Collections Curriculum with Engage NY ELA Curriculum to give students and teachers the ability to adapt lessons and to differentiate instruction as needed. Collections focuses on the development of students’ ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Collections also provides a multi-faceted digital and print approach that transcends the traditional anthology and resonates with today’s students.

In addition, LACS uses the Step Up to Writing program, which teaches students the essential skills to be proficient writers. Students practice explicit, systematic instruction in all aspects of writing. Students focus on informative/explanatory, opinion and narrative writing in depth. Within this program teachers use strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to develop research reports, across content areas especially in STEM topics.

LACS did not make any curricular changes during the 2021-2022 school year, but adjusted instructional delivery and implementation of curriculum to accommodate remote instruction.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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Goal 1: 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 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 6 through 7 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 ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	37					45
7	50					67
All	87					112

RESULTS AND EVALUATION

LACS administered the NYS English Language Arts examination to the 6 and 7 grade during the spring 2022 semester. The mission of the school is rooted in enrolling scholars who traditionally do not perform at or above grade level. Given the lack of foundational skills of our current 6 and 7 graders, LACS did not meet the expected goal of 75% proficiency in ELA performance. The challenges of the past two years under a global pandemic and the lack of consistent attendance and familial resources supporting our scholars we achieved 25% and 18% proficiency in the 6 and 7 grades respectively. However, we performed better than originally expected with the 6th grade cohort.

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
6	25	9		
7	18	9	16	8
All	21	18	16	8

¹ 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.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period². This discussion shows how the school is making progress towards, or maintaining, a high level of performance. Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program

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.³

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels’ comparative performance.

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

Grade	Percent of Students at or Above Proficiency
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² A school’s Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

³ 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](#).

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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7				
All				

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school’s performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For

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example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

Goal 3: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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.	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.	N/A

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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
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
	[Write in additional measure here]	

ACTION PLAN

To address learning loss and to improve student achievement in ELA, LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher in ELA. In addition, our Reading Specialist will continue to serve a dual role of providing both direct student intervention and support to the classroom teachers.

In response to the increasing social-emotional needs that impact students’ academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

LACS utilizes the Engage NY Math/Eureka Math curriculum that is aligned with the New York State Next Generation Learning Standards. The Math curriculum is structured around the essential instructional shifts needed to implement standards. The essential principles are focus, coherence, fluency, deep understanding, application, and dual intensity. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. The math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. In addition, Engage NY/Eureka Math presents real world, life application relatable themes and problem solving that are integrated into math units, connecting to the school’s focus on project-based learning. Rubrics that are included with the curriculum allow teachers to evaluate the quality, rigor, and alignment of their lessons.

LACS did not make any curricular changes during the 2021-2022 school year.

ELEMENTARY AND MIDDLE 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 6 through 7 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 ⁴				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	36					45
7	47					67
All	83					112

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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
6	8.6	36		

⁴ 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.

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7	2.1	47	1	42
All	4.8	83	1	42

ADDITIONAL EVIDENCE

LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher in math. In addition, our Math Specialist will continue to serve a dual role of providing both direct student intervention and support to the classroom teachers.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

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.⁵

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

⁵ 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](#).

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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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7				
All				

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school’s performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

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

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

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At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Mathematics goal should report those results here.**

Goal 2: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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.	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	Unknown

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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
	[Write in additional measure here]	

ACTION PLAN

LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher in math. In addition, our Math Specialist will continue to serve a dual role of providing both direct student intervention and support to the classroom teachers.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

GOAL 3: SCIENCE

Goal 3: Science

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

LACS implements FOSS as a foundational program in the science curriculum. FOSS is a research-based and proven inquiry-based science curriculum that provides meaningful science education for elementary and middle school students and prepares them for life in the 21st century. In addition, the FOSS program provides hands-on activities and readings in science. Students apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

LACS pairs the FOSS kits with the Science and Technology Concepts™ curriculum to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level. Science and Technology Concepts™ is an inquiry-centered science curriculum for grades K-10 developed by the Smithsonian Science Education Center. This comprehensive, research-based Next Generation Science Standards

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and New York Next Generation Learning Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts.

ELEMENTARY AND MIDDLE 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

LACS did not administer any formal assessments in science in the 2021-22 school year. LACS used teacher-made tests to gauge student progress.

RESULTS AND EVALUATION

Since LACS did not administer any formal assessments in science in the 2020-21 school year, we have no data from the 2021-22 school year to present.

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4		
8		
All		

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

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Since LACS did not administer any formal assessments in science in the 2020-21 school year, we have no data from the 2021-22 school year to present.

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.

ADDITIONAL CONTEXT AND EVIDENCE

Since LACS did not administer any formal assessments in science in the 2020-21 school year, we have no data from the 2021-22 school year to present.

Science Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
 METHOD: RESULTS AND EVALUATION: ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

LACS is unable to measure achievement of its science goal in the 2021-22 school year.

ACTION PLAN

LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS has added a guidance counselor on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

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

Lamad Academy continues to be in Good Standing.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	N/A
2020-21	Good Standing
2021-22	Good Standing

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2021-22 NWEA MAP [ELA/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	[#]	[X]	[Yes/No]
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	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	[X] ⁷	[#]	[X]	[Yes/No]

⁶ 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

⁷ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁸	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2021-22 NWEA MAP [ELA/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 ⁹	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁹ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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%	95	20	No
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%	95	20	No
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 ¹⁰	100%	N/A	N/A	No
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%	N/A	N/A	No

End of Year Performance on 2021-22 i-Ready [ELA/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
6	5%	38		
7	3%	57	3%	55
All				

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

¹⁰ 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	Median Percent of Annual Typical Growth	Number Tested
6	21%	38
7	18%	57
All	20%	95