



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By
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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Celia Sosa, Executive Director, 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)
Herbert B. Fixler	Chair	Executive, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development
Herbert M. Kaplan	Secretary	Nominating, Development
Tony Stoupas	Treasurer	Executive, Finance/Audit/Investment, Facilities
Deborah Dumont		Executive, Education, Facilities
Susan Engel		Executive, Nominating, Human Resources, Development
Susan Fine		Facilities
Ruth Jarmul		Marketing/PR/Advertising
Nicholas A. Ober		Human Resources, Nominating
David Schatsky		Finance/Audit/Investment, Marketing/PR/Advertising

Celia Sosa has served as Executive Director since July 1, 2021.

Stephen Trowbridge has served as Chief Financial & Operating Officer since April 19, 2017.

Lex Zain has served as Chief Academic Officer since July 1, 2021.

Elizabeth Martin has served as Special Education Director since September 1, 2013.

Maya Severns has served as Director of Development & Marketing since March 11, 2022.

Christine Moloughney-Froman has served as Elementary School Director (grades K-3) since November 16, 2017.

Ada Garcia has served as Middle School Director (grades 4-8) since July 1, 2021.

Matthew Hittenmark has served as High School Director (grades 9-12) since July 1, 2021.

SCHOOL OVERVIEW

Leaders In Our Neighborhood Charter School (LION) Charter School is a K–12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest-risk community for children in New York City. Our school’s mission is to develop the character of each student. We unite students, families, and staff in helping each individual achieve their best academically, in sports, the arts, and in service to the community. We believe that passion for learning, self-discovery, leadership, and social conscience is the foundation for success in college and fulfillment in life. At LION, we recognize that all children, regardless of their neighborhood, race, or income, possess inherent potential, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our family partnership and character approach model, we focus on supporting students as they develop their character and the skills they need for life through rigorous academics, self-reflection, and family engagement. Character development is the foundation upon which our college-ready curriculum is built. Our character program involves every student, teacher, and staff member, empowering all LION community members to be their best, support others effectively, and act with purpose, honesty, and humility. LION signature practices include weekly School Meetings, participation in weekly LION Pride, and Seminars.

We were eager to return to in-person instruction post-pandemic and for the most part, maintained the modality of in-person instruction throughout the year. However, out of an abundance of caution and in response to a spike in COVID-19 in our area, we shifted to remote instruction for the two weeks following the winter break. Beyond the aforementioned shift to remote instruction, there were several other intentional shifts to our program in response to the post-pandemic challenges. We expanded integrated co-teaching in order to offer students additional support and services, we employed additional support staff including paraprofessionals, assistant teachers, etc. in order to decrease the ratio of students to adults in classrooms and to better support students academically, socially, and behaviorally. We recognized the need to sustain students’ and families’ social, mental, and emotional health; as such, we expanded our counseling team by adding a social worker and later an at-risk counselor. We also added an assistant dean of student support and a college counselor.

LION’s high graduation rates, high retention rates, strong outcomes for special populations, and strong Regents test results are evidence that we continue to serve our student population effectively and achieve our most important outcome, high school graduation, and its most important goal, college success.

DEMOGRAPHICS BREAKDOWN

Demographics Breakdown	
Economically Disadvantaged	96%
Hispanic	69%
African American	27%
Multiracial	3%

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White	1%
SWD	25%
ELL	15%

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	81	83	82	83	77	77	73	75	79	33	109	62	63	977
2018-19	82	79	79	80	83	76	76	79	77	79	78	34	75	977
2019-20	80	83	80	78	78	78	75	75	77	88	77	24	83	976
2020-21	81	83	83	81	77	78	78	78	78	17	108	31	113	986
2021-22	50	76	74	77	77	75	75	74	76	86	96	69	42	947

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS Day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2019-20	2016-17	2016	64	1	63
2020-21	2017-18	2017	54	2	54
2021-22	2018-19	2018	61	2	61

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	63	0	63
2020-21	2017-18	2017	54	0	54
2021-22	2018-19	2018	58	3	61

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	3	1	4
2020-21	2016-17	2016	6	1	7
2021-22	2017-18	2017	3	2	5

GOAL 1: HIGH SCHOOL GRADUATION

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LION students will obtain high school degrees within four years.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second- year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second-year high school Total Graduation Cohorts will earn the required number of credits.

Promotion Criteria

Subject	Credits	Required Regents Exams for Graduation 4+1	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	English Language Arts (Common Core)	
MATHEMATICS	6	Algebra (Common Core)	Geometry and Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry <u>or</u> Physics or Earth Science
SOCIAL STUDIES	8	Global History or U.S. History	
4+1 REQUIREMENT	NA	Pass an additional Regents Exam	
HEALTH	1		
THE ARTS	2		

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FOREIGN LANGUAGE	2		LOTE Exam + 6 Language Credits
PHYS. ED.	4		
ELECTIVES	7		
TOTAL	44	5	9

RESULTS AND EVALUATION

86% of students in the 2020 cohort either met or exceeded the threshold of earning 10 credits. 81% of the students in the 2021 cohort either met or exceeded the threshold of earning 10 credits. Accordingly, the percentage of LION students in the first and second-year cohorts (2020 & 2021), exceeded the goal of 75% of students earning 10 or more credits in the 2021-2022 term.

The High School Dean of Student Engagement, who partners with our Student Support Team, provided targeted student support to students who struggled with the transition back from remote learning. Moreover, consistent data collection, direct feedback, and regular 1:1 conferencing between members of our Student Support Team and College Access Team with students throughout the school year ensured students needed support.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	74	86%
2021	72	81%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second-year cohort

schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The percentage of students in their second-year scoring at or above proficiency on at least three Regents exams by cohort exceeded the goal of 75% for three consecutive years. 93% of students in the 2018 cohort either met or exceeded the threshold of passing three Regents exams and/or earning exemptions. 91% of students in the 2019 cohort either met or exceeded the threshold of passing three Regents exams and/or earning exemptions. 98.7% of students in the 2020 cohort either met or exceeded the threshold of passing three Regents exams and/or earning exemptions.

Each year, over 80% of students entering 9th grade who matriculate from LION Middle School enter with multiple Regents credits in US History, Algebra, and Living Environment. Thus, the majority of our students take advanced Regents courses beginning in their freshman year of high school. Ensuring that our students can obtain an advanced Regents diploma is a priority and we will continue to make certain that our course offerings and students’ academic trajectories meet this goal.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	61	93%
2019	2020-21	74	91%
2020	2021-22	74	99%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

¹ The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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RESULTS AND EVALUATION

LION has consistently met the four-year graduation goal since our charter's inception. Credit accrual and Regents examination pass rates are monitored quarterly by our Student Support Team in conjunction with a school-wide data analysis process, which calls on teachers to develop action plans in response to student performance on formative and summative assessments.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	63	55	87%
2017	2020-21	54	47	87%
2018	2021-22	61	50	82%

LION did not meet the 5th year graduation goal. Overall 89% of students met the five-year graduation goal for this school year.

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	61	58	95%
2016	2020-21	63	57	90%
2017	2021-22	54	48	89%

ADDITIONAL EVIDENCE

The Dean of Student Engagement (DSE) will continue to support students enrolled in their 5th year of high school and beyond, as well as those who may be at risk of not meeting graduation requirements by the conclusion of their fourth year of high school. The DSE will do so by monitoring student credit accrual, providing academic support, connecting students with external programs, and ensuring that students understand the multiple pathways to graduation. The DSE will also provide other opportunities for students to reinvigorate their interest in school and their education through partnerships with SUNY Attain, internships, and access to city-wide enrichment programs. We will also continue to address credit issues through the use of approved DOE credit recovery partners and strategically supporting students with individualized plans.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for

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purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

LION’s 2021-2022 percentage of students who have graduated in four years is above that of the district for the cohorts 2016, 2017, and 2018. Each cohort has a graduation rate of over 10%+ higher than the district. LION has various support systems in place to support students with credit deficiencies, including academic and socioemotional support. Additionally, while it does not count in traditional graduation metrics, we have one student from the 2018 cohort who completed their High School Equivalency (HSE).

It is worth noting that though this is but one APPR measure, we believe that our success in graduating students from high school and the college enrollment and matriculation rates of our graduates (described later in this section) are compelling evidence of the overall effectiveness of LION’s K-12 program.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	63	55	87%	1893	66%
2017	2020-21	54	47	87%	1861	71%
2018	2021-22	61	50	82%	1861**	71%**

***SY22 Data not published yet. 71% in District 8 graduated in the 2020-21 school year, which is the most recently available district data for comparison.*

ADDITIONAL EVIDENCE

While district performance has not yet been released, we are confident that we will continue to exceed the district graduation rate, which we have consistently done in years past.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciaj/multiple->

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[pathways/](#). The school will document the names of the alternative assessments administered and the success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

No LION students pursued or completed an alternative graduation pathway during the 2021-22 school year.

Percentage of the 2018 Graduation Cohort Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

While no LION students have elected to pursue an alternative pathway to graduation to date, we are prepared to support students who pursue such a pathway in the future.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

LION is proud of our performance against high school graduation accountability metrics, which we consistently meet or exceed. Students at LION in the first (2020) and second year (2021) cohorts exceeded the leading indicator of 75% of students, earning 10 or more credits in the 2021-2022 school year. Consistent data collection throughout each semester enhanced our ability to intervene and support students transitioning back from remote learning.

We far exceeded the goal of having 75% of students in the high school graduation cohort demonstrate proficiency on three Regents exams, with 99% of students in the 2020 cohort, 91% in the 2019 cohort, and 93% of students in the 2018 cohort pass three or more Regents exams.

Our graduation numbers far exceed that of the school district. The four-year graduation cohort at our school had an 82% graduation rate compared to last year's District graduation rate of 71% (this year's data has not yet been published), a surplus of 11%.

Because we did not have any students in the graduating class complete an alternative pathway, that metric is not comparable.

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Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	MET
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NOT MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	<i>Pending Data*</i>
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

- **Pre-AP Curriculum Implementation:** Beginning in the fall, we will shift from a teacher-designed curriculum to Pre-AP frameworks for the following courses: Biology, Chemistry, Global I, Global II, English I, English II, Algebra, Geometry, & Algebra II. Pre-AP is a precursor to Advanced Placement and provides a roadmap for the skills needed to succeed in Advanced Placement courses. Additionally, all selected curricula are aligned to the Next Generation Learning Standards.
- **Increased Access to Advanced Courses:** LION will offer eight Advanced Placement courses to students in the 2022-23 school year. We will also continue to assist students in completing College Now courses offered by the CUNY & SUNY school system to obtain college credit.
- **AP Capstone:** We aim to have AP Capstone serve as the cornerstone of our academic program. AP Capstone is a diploma program based on two-year-long AP courses: AP Seminar and AP Research. Both courses use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. They are designed to complement and set the foundation for future AP courses. We plan to enroll the entire 2021 cohort in the AP Seminar by the end of 2024, and eventually all students by the start of the following school year.
- **Track Progress Towards Graduation:** The High School Leadership Team has developed a team-based approach to tracking and supporting student progress towards graduation. We will continue to monitor, support, and engage families in this process throughout the year.

- **Summer School Program:** During the summers preceding and following senior year, LION students who have failed required courses for graduation are offered small group and individual support in our summer school program. Students are also afforded an opportunity to retake and successfully complete required courses. The online platform used includes tools that allow students to track their progress in assigned courses; thus further supporting and engaging students in the process of credit recovery.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

LION Charter School will prepare students with the academic and socio-emotional skills required for success in college and in life.

LION's College Access Program seeks to ensure all students are prepared for college. Our goal is to ensure that attending college is a viable option for every student and that all students are provided with needed support that fosters their unique potential. We will continue to evolve our programming in accordance with the needs of our student body. Our services and partnerships seek to enhance the student experience as they explore their myriad postsecondary options.

We partner with a number of organizations to provide access and support to our students. Our partnerships include POSSE, College Now, Get Schooled, The Hunts Point Alliance of Children, The College Action Consortium of New York, New York State Association for College Admissions Counseling, National Association for College Admissions Counseling, National College Access Network, Rocking the Boat, The Opportunity Network, SUNY Attain, and The Options Institute. We have invited City Year, AmeriCorps, and all branches of the armed forces to present to students. We will continue to explore new partnerships in an effort to enhance students' exploration of their postsecondary options.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Passing a college-level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college-level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students

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and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage of achieving any indicator.

RESULTS AND EVALUATION

LION did not meet this goal as only 58% of students met this accountability metric. We have identified several gaps in our program and practices that we attribute to our inability to meet this goal and have made significant adjustments to our program for the 2022-2023 school year. For example, we will expand overall student enrollment in college-level courses and further support students who are currently enrolled. We will better align our professional development foci to include the use of explicit comprehension and vocabulary acquisition strategies in classroom instruction, and we will focus on conceptual versus procedural knowledge in mathematics. We also adopted Pre-AP curricular programs in multiple content areas thus raising the rigor of materials being used on a daily basis in classrooms. We have further outlined our action steps below and will continue to prioritize meeting this goal in the upcoming school year.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing with an Advancement Placement (“AP”) exam with a score of 3 or higher	37	27	73%
Passing a college-level course offered at a college or university through a school partnership with a college or university	17	17	100%
Earning a Regents diploma with advanced designation	50	23	46%
Achieving the college and career readiness benchmark on SAT	15	4	27%
Overall	50	29	58%

ADDITIONAL EVIDENCE

We continue to use this metric as a driving force for open access to opportunities and to enhance our programming for students. Despite the setbacks from COVID-19 and school closures, the 2018 Accountability Cohort demonstrated tenacity, with virtually all students striving for the Advanced Regents Diploma.

We are proud that 58% of students in the 2018 Accountability Cohort demonstrated college preparation by achieving one of the indicators above, a 7% increase from the previous term. We will continue to work with all students to track their progress towards an Advanced Regents Diploma, embed SAT prep in core math and English courses, and increase marketing of College Now enrollment deadlines. We have also expanded our AP Program to include the following courses to meet the needs of our diverse student body:

- 2015-2016: English Literature, U.S. History, Spanish Language & Culture, & Calculus AB
- 2016-2017: English Literature, U.S. History, Spanish Language & Culture, Calculus AB, World History, & Computer Science Principles
- 2017-2018: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, & Computer Science Principles
- 2018-2019: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, Calculus AB, & Government
- 2019-2020: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)
- 2020-2021: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)
- 2021-2022: English Literature, English Language, U.S. History, Spanish Language & Culture, World History, Computer Science Principles, Calculus, and the AP Capstone program (AP Research and AP Seminar)

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the 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 school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for the 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

100% of graduating LION students matriculated into a college or university in the year after graduation. LION has implemented robust systems to gather, analyze, and act upon our graduated students' college matriculation and persistence data. By utilizing Naviance, National Clearinghouse Data, and internal monitoring data, we track, support, and mitigate challenges to students' success. The charts below reflect the percentage of students enrolled in college at any time during their first year after high school.

Our school has a developed comprehensive access and success program aligned to NCAN's (National College Access Network) common measures for college access and success to strategically monitor student outcomes and pathways.

College Access Services Offered:

- Credit tracking toward graduation and advance Regents attainment
- Specialized scheduling to maximize student academic profiles
- Bi-weekly career prep sessions for 10th-grade cohort through SUNY Attain
- Bi-weekly college prep sessions for 11th-grade cohort
- Daily College Prep Classes for 12th Grade Cohort
- Family preparation session during summer
- 1:1 counseling and partnership with families through the postsecondary process
- 20+ college representative visits per year
- College application and postsecondary exploration online database through Naviance
- Support with completing college essays, applications, resumes, and supplements
- Support in completing FAFSA, TAP, Excelsior, EOP/HEOP, and CSS Profile
- Evaluation and comparison of financial aid packages
- Supporting families with making the "best fit" decision by College Decision Day
- College interview preparation
- Tracking students through the college transition process (course enrollment, roommate selection, loan counseling, etc.)
- Access to military, job readiness and Gap Year programming
- Access and recommendations for pre-collegiate programs
- Access to a myriad of scholarships

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- Access to community and citywide enrichment programs
- Track, support, and guide enrollment process with College Now & Jumpstart courses
- SAT/ACT preparation and resource support
- SAT/ACT registration and support
- ACCUPLACER preparation and scheduling
- Access to pre-collegiate programs
- Internship placement & summer employment support
- Support students who attend community college with the transition and 4-year plan

College Success Services:

- Social media outreach and information sharing, email blasts, phone calls, site visits, and periodic mailings to maintain communication with alumni
- Financial planning meetings with families
- Individualized support for alumni returning to college following a period during which a student stops attending college for 1-3 semesters with the intention of returning
- Graduate school and career preparation events
- Webinars on financial aid, time management, and other pertinent topics
- Support with transfers, transcripts, re-enrollment, course selection, and resource allocation on campus
- ACCES-VR Support
- Micro-grants allocated semesterly to support enrollment/persistence
- Student outcome monitoring by cohort

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	56	51	91%
2017	2020-21	47	45	96%
2018	2021-22	50	50	100%**

***Our internally collected data reflects that 100% of students in the 2018 Accountability Cohort matriculated into a college or university this fall based on student and family self-reporting. The National Student Clearinghouse will officially report on this cohort's matriculation later this year.*

ADDITIONAL CONTEXT AND EVIDENCE

Post-secondary institutions over the past two years have adjusted requirements for admissions, course offerings, and financial aid offerings. We continue to monitor these changes and assist our students in making the best possible decisions, and ultimately identify a college or university that is the best for them.

SUMMARY OF THE COLLEGE PREPARATION GOAL

That state MIP and comparative data are currently unavailable, LION is unable to calculate performance in two of the above-mentioned measures.

91% of our students have matriculated into college over the past three years and 100% of the students in our 2018 cohort plan to attend college. We are proud of our performance in this regard, which speaks to our ability to prepare students for college. That 75% of graduating students failed to demonstrate their preparation for college by one or more of the possible indicators of college readiness, we will work to ameliorate our performance around this metric moving forward.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NOT MET
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET

ACTION PLAN

LION is determined to meet or exceed all college-related goals. Below we have outlined our plan for the 2022-23 school year. This plan includes programs and practices that have proven to be successful, as well as new strategies that address our observable gaps.

SAT Preparation: We partner with the College Board to host an SAT School Day (PSAT for 10th-grade and SAT for 11th-grade students). Our counselors attended professional development provided by the College Board to prepare students for the shifts in Math and ELA sections and in anticipation of the shifts to digital administration. SAT prep will be tailored to focus on Seniors and Juniors respectively on Saturdays beginning in the fall. We will be partnering with local community business organizations to host prep sessions at our school for students free of charge.

Robust Counseling Team: Our College Access and Success Team is led by the Director of College Counseling & Postsecondary Success, and consists of two College Counselors and four Success Counselors. The Success Counselors' role is a stipend position currently held by three staff members. We hope to institute a new cohort support system that engages our Alumni as ambassadors to help support their peers in persisting through degree attainment. Our College Counselor to students ratio is 30:1, which allows for more immediate access to tailored support. This results in an increase in College Now enrollment, Alumni led college visits and improved data collection methods.

Financial Support: We recently codified our process for alumni to receive microgrants through an annual application process to assist alumni with inhibiting costs such as travel, books, fees, and other resources. In the spring of 2019, we worked to establish the Robin P. Maitra Scholarship Fund in collaboration with his family in his memory. Grants are awarded to a senior who exemplifies the LION

principles. We have awarded family support grants throughout the pandemic to assist with the purchase of groceries and travel expenses as well.

Pre-AP Curriculum Implementation: Beginning in the fall, we will shift from teacher-created curriculum to Pre-AP frameworks for the following courses: Biology, Chemistry, Global I, Global II, English I, English II, Algebra, Geometry, & Algebra II. Pre-AP is back mapped from AP and provides a roadmap for the skills needed to succeed in Advanced Placement courses. Additionally, all selected curricula are aligned to the Next Generation Learning Standards.

Increased Access to Advanced Courses: LION will offer eight different AP courses to students in the 2022-23 school term. We will also continue to assist students in completing College Now courses offered by the CUNY/SUNY school system to obtain college credit.

AP Capstone: We will be increasing our capacity for AP Capstone and making it the cornerstone of our academic program. AP Capstone is a diploma program based on two-year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. We hope to enroll all students of the 2021 cohort in the AP Seminar by the end of 2024, and eventually all students by the following year.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: English Language Arts

Leaders In Our Neighborhood Charter School students will demonstrate proficiency in reading and writing.

BACKGROUND

LION utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-8. Our English Language Arts curriculum is aligned with the Common Core State Standards (CCSS).

At the beginning of the 2021-2022 school year, grades K-3 utilized *American Reading Company's (ARC) Core* for literacy instruction. Core ELA instructional blocks targeted Common Core Standards in Reading (Literature and Informational) and writing. Students engaged with literature and informational texts in thematic units that culminated in research-based projects and text-based written assessments. In conjunction with the core program, ARC's Independent Reading Level Assessment (IRLA) and Foundational Toolkits were used to both formatively assess students' reading skills and provide instruction in Common Core Standards Foundational Reading Skills, including print concepts, phonological awareness, phonics, and word recognition and fluency.

As a result of the pandemic, we looked critically at the curricular offerings and instructional practices and thought deeply about where they might be improved. Through analysis of student results on NWEA's MAP Growth assessment, virtual and in-person classroom observations, and an extensive curriculum audit, we determined that the existing curricular program was insufficient as it was not comprehensive enough to meet the needs of our students (e.g., foundational skills, intervention,

researched-based phonics curriculum, and explicit instruction, etc.). Moreover, the pandemic highlighted a number of gaps and an overall misalignment in some of our practices and curricular programs across K-8.

During the fall, the K-12 Academic Leadership Team engaged in a process to select a new ELA Curriculum for grades K-3. Through a comprehensive selection process, Houghton Mifflin Harcourt's (HMH) *Into Reading* was selected for core literacy instruction and Wilson's *Foundations* for phonics instruction. HMH's *Into Reading* program is a comprehensive program with high-quality, engaging, and challenging texts, embedded assessments, and differentiation for all students, including students with disabilities and English Language Learners. *Into Reading* is used for grades 4 and 5 and is the companion curriculum for *Into Literature*, which is used in grades 6-8; the choice, therefore, was also informed by the opportunity to align vertically curricular programs across divisions. Finally, *Into Reading* addresses the gaps and misalignment that were illuminated during the pandemic and remote instruction.

Grades 4-8 have been using HMH's *Into Reading* in grades 4-5, and *Into Literature* in grades 6-8, since the 2019-2020 school year. HMH provides an array of formative and summative assessments that allow teachers to dive into the data and customize instruction for students. The programs also provide both enrichment and intervention through leveled reading and small group instruction. Each unit is thematic, and students engage with both literature and informational texts to explore an essential question. Each unit culminates with a performance task and a research-based project that ties into the essential question. Both curricula are aligned to the Common Core State and Next Generation Standards and address the needs of teachers while equipping students with the reading, writing, speaking, and listening skills required for success in the 21st century.

In K-8 we utilized a station-based model of instruction during ELA intervention and all of the classes were co-taught. During the intervention, we targeted the needs of each student using adaptive instructional software as well as teacher-led direct instruction during group rotations. While we ended the year with this model, the shift was made in K-3 later in the year and was in response to data from the winter administration of the NWEA Map Reading Fluency and Map Growth assessments. Based on the data it was evident that we needed to reconsider not only the core curriculum but also the intervention in place thus the shift was made. Moreover, K-1 Map Reading Fluency data indicated the need for explicit intervention in phonics and phonological awareness. In response to the data, as part of the rotation in grades K-1, we implemented a station adapting Orton-Gillingham's Three-Part Drill process (visual, auditory, and blending) for reviewing and reinforcing previously taught sounds and skills for reading and spelling.

In grades 2-5, the intervention stations consisted of adaptive software (*Core5*) for practice and reteaching guided reading (*Rigby*), and independent reading (*MyOn*). *Core 5* is an adaptive reading software that provides a systematic and structured approach to six critical areas of reading: phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary, and comprehension. The program creates personalized learning pathways for students of all abilities through an adaptive placement and scaffolded activities that align with rigorous standards. The second station focused on guided reading using the Rigby Leveled Guided Reading library. Students, grouped by reading ability, worked on improving reading comprehension skills. The third station, independent reading, provided time for students to cultivate reading skills through sustained, silent

reading, using an online-based library as well as paperback copies available through class libraries. The digital library, *MyOn* by Renaissance Learning, allows students to select from over 6,000 book titles at different levels, most of which include comprehension quizzes. Teachers routinely conference with students individually around their data. These conference cycles allow students to own their own progress and monitor their own growth.

Similarly in grades 6-8 intervention/enrichment courses follow a station's model of instruction and are co-taught. We utilize *Lexia PowerUp*, which begins at a student's current grade level based on a diagnostic, and adapts to close gaps in grammar, comprehension, and vocabulary. Teachers track, monitor, and enhance growth by conducting weekly conferences with students that serve as accountability measures as well as opportunities for direct instruction. A key difference between enrichment in grades K-5 as compared to 6th-8th grades is that in grades 6-8, at the two stations, students learned about social justice through thematic units with essential questions provided by HMH's *Confronting Racism* Curriculum instead of independent reading using *MyOn* and did not have the opportunity to practice guided reading.

Our High School curriculum is based on an interdisciplinary 4-year College Readiness Assessment Program designed to empower students to construct their own learning, to be resourceful in obtaining necessary support for learning, and develop a vision for their academic future. Students build connections across subject areas through experiential learning, internships, service learning, and partnerships with community organizations, businesses, and universities. Driven by our belief that all students, regardless of background and ability, should have access to higher education, all learners take a college preparatory sequence and are eligible to take any of our nine Advanced Placement (AP) courses, dance, and visual arts (classes ranging from intro to advanced), six different sciences, advanced mathematics, language, computer sciences, and multiple elective courses across multiple subject areas. High school classrooms are designed to be student-centered, promote student inquiry and critical thinking, and increase academic vocabulary. Students are encouraged to set goals, track and monitor their progress, and be accountable to themselves and their peers.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 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 3 through 8 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 the total enrollment and the 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).

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

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	75	-	-	-	6	81
4	72	-	-	1	6	79
5	77	-	-	-	2	79
6	70	-	-	1	2	73
7	70	-	-	-	3	73
8	74	-	3	1	1	79
All	438	-	3	3	20	464

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	15%	75	15%	74
4	21%	72	21%	68
5	14%	77	13%	68
6	31%	70	33%	64
7	39%	70	40%	65
8	55%	74	57%	70
All	29%	438	30%	409

RESULTS AND EVALUATION

LION did not meet this goal. Overall, 30% of students in their second year demonstrated proficiency. The last time students in grades 6-8 in the 2021-2022 school year sat for a standardized assessment was in the spring of 2019. Accordingly, it is worth noting that our performance reflects a 16.3% increase in overall proficiency from 2021-2022 in spite of the challenges posed by COVID-19.

The performance of our 8th-grade cohort continues to reflect that as students' progress through our academic program, proficiency rates steadily increase; 57% of our 8th-grade cohort demonstrated proficiency on the 2022 test administration. Below you will find a comparison of each cohort, including their proficiency rates for the 2021-2022 school year. 2018-19 proficiency rates, the most

² 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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recently available data following the administration of a standardized assessment for these cohorts, are also reflected. While the overall proficiency rate of the school was 30% for students in their second year or beyond, within the three grades that we can compare, there is an overall proficiency increase of 16.3% in the students that tested in 2019 compared to 2022.

Performance on 2021-22 ELA State Test vs. 2018-19 ELA State Test for students in their 2nd year or more at LION		
Cohort	2022 Proficiency Rate (2nd Year or beyond)	2019 Proficiency Rate (2nd year or beyond)
2021-22 3rd Grade	15%	N/A
2021-22 4th Grade	21%	N/A
2021-22 5th Grade	13%	N/A
2021-22 6th Grade	33%	17.9% (3rd graders)
2021-22 7th Grade	40%	25.9% (4th Graders)
2021-22 8th Grade	57%	37.3% (5th Graders)
Overall	43.3% (6th-8th)	27%

Goal 3: 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 3: 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

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the school had tested students in at least their second year at the school and the total result for all students in the corresponding grades in the school district.³

RESULTS AND EVALUATION

Given that district proficiency data is currently unavailable, we are unable to report on the comparison of tested students enrolled in at least their second year to all tested students in the public school district of comparison.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	15%	74	*	*
4	21%	68	*	*
5	13%	68	*	*
6	33%	64	*	*
7	40%	65	*	*
8	57%	70	*	*
All	30%	409	*	*

**Data unavailable; awaiting the release of City, District Comparison*

Goal 3: 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 that 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 3: 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.

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

INTERNAL EXAM RESULTS

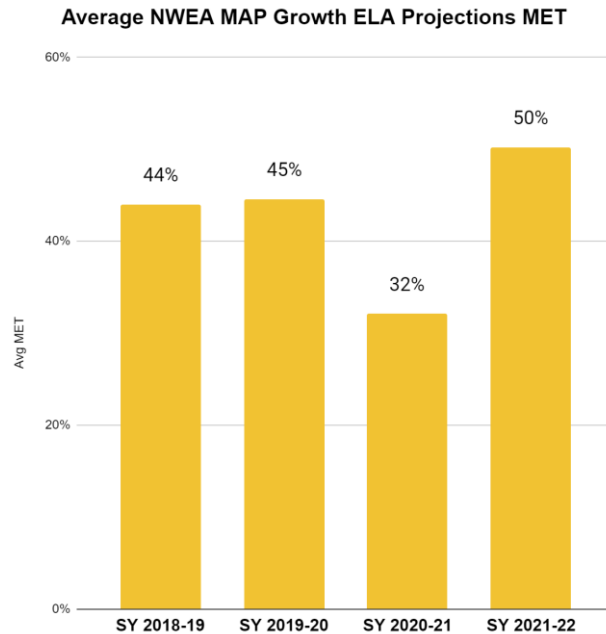
During the 2021-22 school year, LION primarily used the NWEA Map Reading Growth as a benchmark assessment in order to measure student growth and achievement in ELA. In grades K-8, we administered NWEA Map Reading Growth as our benchmark assessment. The exam is administered three times during the year (fall, winter, and spring). The purpose of the exam is to track growth rather than mastery. Through NWEA’s algorithm, a projected years’ worth of growth is determined based on the student’s individual performance level, and the three administrations of the assessment are used for progress monitoring.

In addition, all students in grades K-5, and students in grades 6-8 with a Lexile below 600, take the NWEA Map Reading Fluency, to determine if there is a gap in phonological awareness and Tier 3 intervention.

The charts below delineate median vs. projected growth in ELA between the fall and spring administration of the NWEA exam. Note that 49% of students met their overall growth projection for the year, and 77% of students demonstrated overall growth in the school year. It is also important to note that the number of students meeting growth targets from the 2020-21 school year to the 2021-22 school year increased by 18%.

NWEA ELA: Median Growth vs Projected Growth Fall 2021 to Spring 2022			
Grade	Total no. Ss with Projections	% Ss. Showed Overall Median Growth	% Ss. MET NWEA Growth Projection
3	69	93%	62%
4	72	81%	46%
5	62	82%	48%
6	70	73%	47%
7	62	68%	47%
8	54	63%	44%
TOTAL	389	77%	49%

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ADDITIONAL CONTEXT AND EVIDENCE

While we did not meet our proficiency goal for students taking the 3-8 English Language Arts state exam, we are encouraged by the growth demonstrated by students in the Reading Map Growth exam evidenced in the charts above. When we returned to in-person instruction during the 2021-22 school year, we were faced with a plethora of challenges, including social-emotional trauma, the disproportionate impact of the COVID-19 pandemic on communities like ours, and the need for all members of our community to adjust to in-person teaching and learning in the context of an ongoing pandemic. Significant interventions were put in place to meet the needs of our students, families, and staff to ensure that curriculum and instruction were accessible.

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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.	<i>Pending data*</i>
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

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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
	<i>*Data unavailable; awaiting the release of City, District Comparison 2021-22</i>	

ACTION PLAN

We recognize that our results were not ideal and that immediate changes were necessary in order to empower student academic growth.

Standards-Based Instruction: The K-12 Academic Leadership Team did an extensive review of the ELA instructional programs, strengths, and challenges to collectively identify trends and gaps which informed the necessary action and vision of our K-12 ELA program. Priorities identified as a result of the team's analysis indicated the need for further scope and sequence alignment across K-12, intentional phonics instruction, writing, and a redesign of our intervention & enrichment practices across divisions.

Alignment of Curriculum: To further strengthen our ELA program across grades K-12, we have developed a scope and sequence that vertically aligns our course and curricular sequence across grades K-12. Grades K-3 have adopted HMH’s Into Reading for core ELA instruction, which aligns with the curricular programs in grades 4-8.

Foundational Skills: To address phonics gaps we are seeing across grades K-3 which have a significant impact on students' success in ELA in grades 4-12, we have adopted Wilson’s Foundation for phonics instruction. Wilson’s Foundation is a research-based, systematic, structured foundational phonics, spelling, and handwriting program that leverages a multisensory approach. Students in grades K-2 will have a dedicated Reading Foundations block on their schedule five days per week, while students in grade 3 in need of phonics instruction will experience Foundations during the intervention.

ICT Instruction: We have continued to prioritize support for special education students and English Language Learners by increasing the number of ICT sections as well as adding an ENL teacher as a co-teacher in one class section across grades 1-4. We have further aligned support for special populations across K-12 by redesigning the role and responsibilities of the Directors of Student Services and Support. The chief responsibilities of the Director of Student Services and Support include supervision and oversight of the implementation of our school’s Inclusive Education Program. They work in close collaboration with the Division Directors, Academic Leadership Teams, and Special Education Director to ensure student success. Additionally, we will implement a universal case management system in grades K-3 modeled after the systems developed in grades 4-8. To continue to address learning gaps caused by the pandemic intervention courses across K-12, we will incorporate targeted instruction, adaptive tools, independent work, and collaborative experiences through station teaching.

Addition of Real-Time Coaching in the Middle School: In order to ensure high-quality and rigorous instruction is taking place, and that teachers receive the immediate support needed in order to improve the delivery of their lessons, the Middle School has added two Instructional Coaches to the team. These coaches work in close collaboration with the Middle School Academic Deans and the Director of Teaching and Learning to address teacher gaps. As an Academic Leadership Team, we meet to identify teachers, based on observations, that can benefit from real-time coaching. The Academic Deans work closely to ensure curriculum implementation is taking place and that teachers

become experts at their content, while the Instructional Coaches work to ensure the delivery of the lesson is just as high quality as the plans, and that mistakes are corrected immediately. The goal is that through intensive coaching cycles, the coaches can then move to another set of teachers, ensuring that 100% of teachers receive the support needed throughout the school year. The main goal of Real Time Teacher Coaching is to ensure that teachers are engaging 100% of students, 100% of the time. Through strategic focus data points like do now and exit tickets, the instructional coaches will use a database to track student performance in each teacher's classroom, and then make connections on what the data reveals about how instruction needs to be adjusted accordingly.

Tiered Vocabulary Initiative: To address literacy gaps in response to the data in not only NWEA but also the state assessment, the Director of Teaching and Learning and the Middle School Director are working in close partnership to revise our vocabulary approach and ensure literacy practices across all content areas are being implemented. We have adjusted our student schedule so that all learning blocks (including Morning Meeting and SEL) provide students with the opportunity to put into practice literacy skills across the four modalities: speaking, listening, reading, and writing. In Morning Meeting, a word of the day is introduced to all students. The words of the day consist of the most frequently used Tier 2 and Tier 3 words used in complex texts, based on the "Academic Words List" developed by linguist Averil Coxhead. Using our vocabulary routine, students are introduced to the word of the day and encouraged to use the word throughout the day. During SEL, students enhance their speaking and listening skills through current events and how it impacts the world around them. Lastly, consistent practice of learning academic vocabulary words has been developed and will be used across all classrooms which will include the use of a semantic map to help students bridge the connection between Tier 2 and Tier 3 words.

Data Collection: For data collection, we relied heavily this year on NWEA as a benchmark for progress monitoring. For the 2022-23 school year, we will return to creating internal benchmark assessments in grades 4-8, based on previously released New York State exams which are aligned to our scope and sequences and instructional program. To improve the quality of information and turnaround time in the assessment feedback loop, we will continue to use eDoctrina for data collection for all assessments, including in-house formative and summative assessments.

Social-Emotional Learning and Student Support: We recognize that a one-size fits all approach does not work for our community and that different levels of support are needed across all grade levels. To better support students and provide Multi-Tiered Systems of Support for our families, we have Family & School Partnership (FSP) Coordinators in each division, that serve as liaisons between families and the school. FSP Coordinators work together to provide families with the support needed for students to achieve success. Additionally, everyday students in K-8 have a dedicated SEL block, where students are able to express through different platforms their emotional well-being while serving as part of a responsive advisory with their classmates. We recognize that school culture, student support, and academics must all work together in the name of student success.

K-12 Strategic Alignment

We identified a number of gaps in our K-12 instructional program that have perhaps contributed to our students' underperformance in K-8 ELA and Math. To respond to the gaps, we've carefully considered where improvements have to be made and have already begun and will continue the work to address said gaps. Our K-12 Academic Leadership Team has developed a scope and sequence for all grades and content areas which identifies the vertical progression and prioritization of

standards. Teachers in collaboration with instructional leaders will use this as a guide to determine what is taught when it is taught, and how much time will be devoted to addressing specific standards.

Backwards Design: We have adopted the Universal Understanding by Design Framework which places a strong emphasis on an alignment between standards and assessments, planning with the end in mind, and breaking down of standards (including the identification of possible student misconceptions). Teachers will carefully plan units of instruction that are rigorous and engaging and allow students to move through the different facets of understanding in order to demonstrate content mastery. All unit plans will include standards-aligned instruction and daily engagement routines that are aligned to the rigor of the daily objectives. Lastly, we will continue with our consistent practices to ensure vocabulary acquisition, the use of rubrics for scoring and feedback on student work, and data day practices that allow opportunities for reflection and re-teaching.

Addition of Department Chairs: We have increased the number of institutionally and pedagogically focused ELA planning meetings for teachers across grades K-12. Grades K-3 have further aligned with grades 4-12 by adding content teacher leaders in the roles of ELA department chairs. Department Chairs across K-12 work closely with the Academic Leadership Team to ensure effective communication and timely responsiveness to the needs of their department. Department Chairs also lead teachers in the implementation of curriculum and instructional practices through targeted professional development geared toward improving outcomes for students and enhancing teachers' professional practice. Lastly, they research and implement best practices related to curriculum and instruction within the content and work collaboratively within their department across the various teachers for whom they support. This role reflects our commitment to building capacity and leadership from within.

Data Analysis: We have strategically planned for data days throughout the school year that align with our administration of NWEA's MAP Growth Assessment. Prior to the first administration of NWEA MAP Growth teachers will receive targeted professional development around the administration of the exam as well as setting students up for success to ensure the integrity of the data collected. Teachers will also participate in a session on accessing the reports through NWEA. By accessing and understanding the various reports teachers will be able to more readily identify what students have learned, modify instruction to meet students' needs, and plan for subsequent learning.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

82% of students in the 2018 Accountability Cohort passed with a score of 75, or a Level 4, on the Common Core exam, as the following table demonstrates. LION did not meet this goal for the 2017 cohort. The Dean of Student Engagement was also pivotal in supporting students in reaching this metric with an acute focus on making sure students were on track to accrue required credits and pass Regents exams throughout the year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	3	40	67%
2017	2020-21	54	9	27	60%
2018	2021-22	61	33	23	82%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut-off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation

⁴ Based on the highest score for each student on the English Regents exam

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requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

We exceeded this goal by 6%, with 86% of students demonstrating proficiency by the completion of their fourth year in the cohort. Our performance against this indicator correlates to our strong graduation performance and close monitoring of students' academic progress. While we exceeded the measure, our ultimate data shows a decline of 10% from the previous year. Our action plan delineates the next steps we plan to take to improve our performance and consistently exceed the metric.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	3	56	93%
2017	2020-21	54	9	43	96%
2018	2021-22	61	33	24	86%

ADDITIONAL EVIDENCE

We are on track to continue to have all cohorts meet this goal by graduation. Our additional support structures described in the Action Plan below will help improve this metric even more.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	62	63%**	61	65%**	61	86%**
2019	73	0	77	18%**	73	40%**
2020			71	0	74	70%**
2021					72	33%

***Calculation does not include exemptions. Percentage calculated using (c)/(a-b) from the previous table.*

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s 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 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for college and career readiness standards.

RESULTS AND EVALUATION

87% of students qualified for exemptions over the three canceled administrations of the English Regents. As a result, there is not sufficient data to analyze for the 2018 cohort.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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		(a)	(b)		
2016	2019-20	43	3	23	58%
2017	2020-21	32	9	11	48%
2018	2021-22	NA	NA	NA	NA

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

87% of students qualified for exemptions over the three canceled administrations of the English Regents exam by passing the corresponding Regents course. As a result, there is not sufficient assessment performance data to analyze for the 2018 cohort.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	43	3	37	93%
2017	2020-21	32	9	21	91%
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Our school's performance against these measures continues to consistently meet the goals. Our additional support structures described in the Action Plan below will help improve this metric even more.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers and writers.

82% of students scored at or above a 4 on the English Regents; thus, we exceeded the goal of 65% by 17%. While we are exceptionally proud of the 2018 cohort, we know that this is an area to monitor

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given the impact of COVID-19 on literacy development and the role of exemptions granted by the state. We have consistently met this metric and expect to continue to meet this metric in the future.

The second goal, 80% of students obtaining a 3 or higher on the English Regents exam, was met and exceeded by 6%, as 86% of our students met this goal. We have consistently met or exceeded this goal and will continue to do so.

Since the corresponding data has yet to be released, we are unable to speak to our performance on the metrics referenced below as not applicable.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

For the 2022-23 school year, we will implement a Pre-AP English I & II curriculum to increase the rigor of instruction and open more opportunities for all students to enroll in AP courses such as Seminar, Research, Literature & Composition, and Language & Composition. All Pre-AP teachers will be utilizing the Pre-AP Classroom which has established objective checkpoints and performance tasks for each unit. All Pre-AP teachers will be trained on the platform and have ongoing professional development throughout the year.

Analysis of data and in-depth unit development are key aspects of our academic program for the 2022-23 school year. We will continue using NWEA as an additional data point for all students to improve instruction and a longitudinal measure to inform cohort growth in the 2022-23 school year. The data will be used in all English classrooms, but specifically, in a new course, we are calling Secondary Literary Societies. This class will utilize the NWEA data alongside Lexia Power-up to meet the detailed linguistic needs of our 9th and 10th-grade students.

Lastly, we have increased the number of co-taught sections in science and implemented a universal case management system modeled after our Middle School division.

GOAL 4: MATHEMATICS

GOAL 4: Mathematics

Leaders In Our Neighborhood Charter School students will demonstrate proficiency in the application of mathematical skills and concepts.

BACKGROUND

Grades K-5 continue to use *Bridges in Mathematics* (Bridges) and *Connected Math Project 3* is used in grades 6-8 for tier 1 instruction in mathematics. Bridges is a comprehensive curriculum that equips teachers with appropriate resources to address the rigorous requirements of the CCSS. Students gain a deeper understanding of concepts, the ability to solve complex problems, and overall proficiency in crucial grade-level skills through exploration and investigation. The Bridges curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places, and Number Corner (K-3). Instruction during the Bridges block is typically co-taught and students complete work in pairs, small groups, or independently. During Number Corner (K-3) students are exposed to broader math concepts and support math fluency through calendar-based activities.

In addition to Bridges, grades K-3 continued to use problem-solving-based Cognitively Guided Instruction (CGI). In a typical CGI block, students apply an array of problem-solving strategies to strategically selected word problems. The CGI framework is designed to help teachers understand how students develop or make meaning of mathematical ideas and to provide an opportunity for students to build on one another's thinking, approach, strategy, and understanding.

Connected Math Project 3 (CMP3) is an inquiry-based math curriculum. In their math courses, students in 6th-8th grades are required to actively focus on math problem solving, reasoning and proof, communication, mathematical representation, and connections. Most importantly, students

are required to grapple with complex problems and connect problem-solving to practical solutions. CMP3 also integrates pre-algebra and algebra which has proven to be effective.

Math Intervention in grades K-8 incorporated targeted instruction, adaptive tools, and independent work. Data from students' NWEA MAP Growth assessment was used to create targeted instructional groups across K-8. In K-3, student performance on the winter NWEA assessment administration fell (significantly) short of our growth targets in math. In response to this, we redesigned math intervention in the Elementary School.

While all math intervention courses consisted of the aforementioned (3) components, how instruction was delivered differed across K-3 and 4-7. During quarters three and four grades K-3 adopted the intervention model implemented in grades 4-7. Grades 4-7 utilized a stations-based approach to intervention instruction, with co-taught classes. At the first station, students practiced foundational skills in response to their unique needs and received real-time feedback using MAP Accelerator. The program is adaptive and embedded throughout not only opportunities for skills practice, but instructional videos from Khan Academy. Using data from students' NWEA MAP Growth results, MAP Accelerator assigned each student a unique learning path aligned to the skills necessary to meet grade level requirements for students who had fallen below and/or to accelerate students who were on grade level. Teachers used the data to group and instruct students during the intervention period. At the second station, teachers differentiated support for students by working in small groups based on student assessment data. Students worked on a spiraled review of previously taught content and extension opportunities to engage with current content, they also received direct instruction and teacher-student/student-student feedback. Unlike the first station, at the second station, there was an emphasis on the use of standardized questions as opposed to simple skills practice. The questions were curated from released items on EngageNY as well as Certica. The third and final station was the independent workstation using IXL. IXL provided analytical data to teachers in real-time, which allowed them to support at the moment and also informed what was focused on by individual students at station #2.

In response to the winter NWEA performance data, we shifted instruction and curriculum in K-3 math intervention and utilized *Dreambox Learning* and *Bridges Workplaces*, *Bridges Math Intervention*, and teacher-led math routines. *Dreambox Learning* is an adaptive platform that uses formative data to respond, at the moment, to each student and provides educators with timely progress monitoring tools. Each student's experience is personalized with lessons, sequencing, and scaffolding throughout their use of the platform. During the *Dreambox* stations, students also had the opportunity to do *Bridges Workplaces*. *Workplaces* use games and activities that revolve around concrete or visual models. *Workplaces* allow for students' choice and the opportunity to collaborate with peers. The games and activities provide an opportunity for students to review targeted concepts and skills in a tangible way. The math routine station focused on quick exercises aimed at developing computational fluency and reasoning to produce meaningful, productive, goal-oriented mathematical discussions. Routines focused on during this station included Number Talks, 3 - Act Task, Jar, Count Around, and Quick Images. *Bridges Intervention* was the 3rd station, during which we utilized the intervention program developed by the Math Learning Center. This station included exercises devoted to building number sense, developing efficient, and effective computational strategies, and boosting students' fluency with basic facts.

Students in the 8th grade are required to take the Algebra I Regents. While they did not have an additional intervention class like the other grades, their daily classes were taught in stations with strategic grouping, using data from NWEA Map Growth, as well as other formative and summative data. Within the groups, all students were exposed to the same standards-aligned content, however, the amount and speed at which the materials were presented were carefully planned by the teacher. To that end for example, in grade 8, we had a TESOL licensed teacher co-teaching Algebra 1. Our multilingual learners required a significant amount of support in not only language acquisition but more specifically, tier 3 vocabulary acquisition in the content in order to be successful on the Regents. Providing our multilingual learners with additional support and structure in their academic program proved to be particularly successful.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: 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 3 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 the total enrollment and the 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	78	-	-	-	3	81
4	69	-	-	-	10	79
5	75	-	-	-	3	78
6	71	-	-	-	2	73
7	68	-	-	-	5	73
8	0	N/A	N/A	N/A	79	79
All	361	-	-	-	102	463

⁵ 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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RESULTS AND EVALUATION

LION did not meet this goal, as 19% of students enrolled in their second year demonstrated proficiency on the 2021-22 state math exam, falling short of the 75% goal.

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	14%	78	14%	77
4	28%	69	27%	66
5	12%	75	12%	67
6	20%	71	22%	65
7	21%	68	22%	65
8	N/A	N/A	N/A	N/A
All	19%	361	19%	340

ADDITIONAL EVIDENCE

8th graders at LION Charter School are prepared for the CC Algebra I Regents exam and therefore are not required to complete the corresponding 8th-grade math exam. The results below indicate an overall Common Core Algebra pass rate of 88%, 17% of whom demonstrated college readiness. We are also encouraged by the performance of students with disabilities and our multilingual learners. 86% of students with disabilities demonstrated proficiency and 79% of multilingual learners demonstrated proficiency. As students progress through our academic program, their performance steadily increases over time.

2021-22 8th Grade Algebra I Regents	Percentage
Students with State Pass Score (65+): * incl appeals	88%
Students with College Ready Score (80+)	17%
SWD with State Pass Score (65+): * incl appeals	86%
SENL with State Pass Score (65+): * incl appeals	79%

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Goal 4: 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 4: 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 in the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

We are unable to report district comparisons at this time, as the district performance has not yet been released.

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

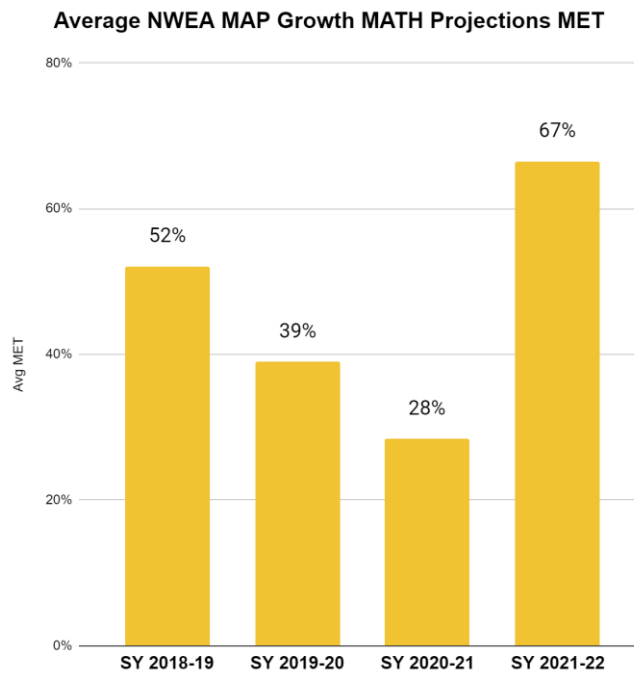
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	14%	77	*	*
4	27%	66	*	*
5	12%	67	*	*
6	22%	65	*	*
7	22%	65	*	*
8	N/A	N/A	N/A	N/A
All	19%	340	*	*

**Data unavailable; awaiting the release of City, District Comparison*

⁶ 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](#).

ADDITIONAL EVIDENCE

As evidenced in the charts below, our students' performance against NWEA growth projections over time demonstrates the impact of our efforts to address students' learning needs. There was an increase of 39% of students meeting NWEA growth projections from the 2020-21 school year to the 2021-22 school year.



Goal 4: 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 that 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 4: 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.

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INTERNAL EXAM RESULTS

During the 2021-22 school year, LION primarily used the NWEA MAP math assessments as a benchmark assessment in order to measure student growth and achievement in mathematics. The exam is administered three times during the year (fall, winter, and spring). The purpose of the exam is to track growth rather than mastery. Through NWEA’s algorithm, a projected year’s worth of growth is determined based on the student’s individual performance level, and the three administrations of the assessment are used for progress monitoring.

NWEA Math: Median Growth vs Projected Growth Fall 2021 to Spring 2022			
Grade	Total no. Ss with Projections	% Ss. Showed Overall Median Growth	% Ss. MET NWEA Growth Projection
3	74	99%	68%
4	70	97%	71%
5	65	94%	63%
6	70	90%	70%
7	65	83%	63%
8	N/A	N/A	N/A
TOTAL	344	93%	67%

As reflected in the chart above 67% of students met their overall growth projection for the year, and 93% of students demonstrated overall growth in the school year.

ADDITIONAL CONTEXT AND EVIDENCE

While we did not meet our proficiency goal for students taking the 3-7 Math state exam, we are encouraged by the growth demonstrated by students in the Map Growth exam evidenced in the charts above and the performance of our 8th-grade students on the Algebra I Regents. When we returned to in-person instruction during the 2021-22 school year, we were faced with a plethora of challenges, including social-emotional trauma, the disproportionate impact of the COVID-19 pandemic on communities like ours, and the need for all members of our community to adjust to in-person teaching and learning following in the context of an ongoing pandemic. Significant interventions were put in place to meet the needs of our students, families, and staff to ensure that curriculum and instruction were accessible.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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

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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.	<i>Pending Data*</i>
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
	*Data unavailable; awaiting the release of City, District Comparison 2021-22	

ACTION PLAN

The K-12 Academic Leadership team did an extensive review of our K-12 math instructional programs and also identified areas of misalignment, gaps, strengths, etc. Based on our review, we identified a number of priorities which included standardizing the use of research-based curricular programs where we once relied on teacher and/or instructional leader-created curriculum, vertically aligning our scope and sequences, prioritizing standards across all grades, reorganizing staff assignments to improve classroom instruction of mathematics, and redesigning our intervention and enrichment courses and associated practices across divisions.

Backwards Design: We have adopted the Universal Understanding by Design Framework which places a strong emphasis on an alignment between standards and assessments, planning with the end in mind, and breaking down of standards (including the identification of possible student misconceptions). Teachers will carefully plan units of instruction that are rigorous and engaging and allow students to move through the different facets of understanding in order to demonstrate content mastery. All unit plans will include standards-aligned instruction and daily engagement routines that are aligned to the rigor of the daily objectives. Lastly, we will continue with our consistent practices to ensure vocabulary acquisition, the use of rubrics for scoring and feedback on student work, and data day practices that allow opportunities for reflection and re-teaching.

Integrated Co-Teaching (ICT): As stated in the ELA action plan, we continue to prioritize support for special education students and English Language Learners by increasing the number of ICT sections as well as adding an ENL teacher as a co-teacher teacher in one class section across grades 1-4. We have further aligned support for these special populations across K-12 by redesigning the role and responsibilities of the Directors of Student Services and Support. The chief responsibilities of the Director of Student Services and Support include supervision and oversight of the implementation of our school’s Inclusive Education Program. They work in close collaboration with the Division Directors, Academic Leadership Teams, and Special Education Director to ensure student success.

Real-Time Coaching: In Middle School, the instructional coaches work in partnership with the Academic Deans and the Director of Teaching and Learning to align the best instructional practices and engagement routines to the learning targets of each teacher. Through Real Time Teacher Coaching, teachers are engaging 100% of students, 100% of the time. Through strategic focus data points like do now and exit tickets, the instructional coaches will use a database to track student

performance in each teacher’s classroom, and then make connections on what the data reveals about how instruction needs to be adjusted accordingly. Additionally, vocabulary access in understanding and mastering math word problems is integral. We are carefully implementing consistent practices that help students access the mathematics content that relies on the employment of literacy skills by implementing a Tiered Vocabulary approach. This approach involves an emphasis on semantic mapping, to ensure students see the cross-content connections of academic vocabulary and the connection between Tier 2 and Tier 3 words.

Data Collection & Analysis: In addition to our continued use of NWEA assessments, we will return to the practice of creating benchmark assessments in grades 3-8 based on previously released New York State exams which are aligned to our scope and sequences and instructional program. To improve the quality of information and turn around time in the assessment feedback loop, we will also continue to use **eDoctrina** for data collection for all assessments, including in-house formative and summative assessments.

We have strategically planned for data days throughout the school year that aligns with our administration of NWEA’s MAP Growth Assessment. Prior to the first administration of NWEA MAP Growth teachers will receive targeted professional development around the administration of the exam as well as setting students up for success to ensure the integrity of the data collected. Teachers will also participate in a session on accessing the reports through NWEA. By accessing and understanding the various reports teachers are able to identify what students have learned, how to modify instruction to meet their needs, and plan for what students should learn next.

Curriculum and Exam Alignment: We realize that there can sometimes be a disconnect between the language utilized in a curriculum to assess students and the language used in standardized assessments. As a result, the Math Academic Dean and Math Coach will work closely to ensure alignment and exposure between the two, with an emphasis on the enrichment block to expose students to the language used in standardized practice questions. In addition, emphasis will be placed during classes on the explicit instruction of high-frequency Tier-2 words that commonly appear in mathematics.

To continue to address learning gaps caused by the pandemic intervention courses across K-12 will incorporate targeted instruction, adaptive tools, independent work, and collaborative experiences through station-based learning.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core

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mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

As the table below reflects, 67% of students in the 2018 Accountability Cohort exceeded Common Core expectations (currently scoring at or above Performance Level 4), on the Common Core Exam. While we met this metric over the last two cohorts, we are focused on improving the foundational algebra skills necessary for students to succeed in advanced mathematics courses.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	5	17	29%
2017	2020-21	54	27	18	67%
2018	2021-22	61	43	12	67%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut-off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the

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Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

LION exceeded this goal, with 94% of students in the 2018 Accountability Cohort obtaining a 3 or higher on a Math Common Core Exam, which is 14% higher than the goal. LION has consistently surpassed this goal. We will continue to support students in accessing advanced math courses and improving instruction with the Pre-AP curriculum.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	5	53	91%
2017	2020-21	54	6	47	98%
2018	2021-22	61	11	47	94%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s 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 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

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Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meet the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We are unable to evaluate our performance against this goal, as we did not have sufficient data for the 2018 cohort due to the majority of our 8th-grade students taking the Algebra Common Core Exam their 8th-grade year and not the 8th-grade math exam, as well as the state shift to grant exemptions for the 2020-2021 administrations. However, we will continue to work with the Mathematics Department to examine longitudinal trends from 8th to 12th grade using NWEA and other measures.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	NA	NA	NA	NA**
2017	2020-21	NA	NA	NA	NA**
2018	2021-22	NA	NA	NA	NA**

** Students took CC Algebra Regents as 8th Graders

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meet the mathematics requirement for graduation.

RESULTS AND EVALUATION

We are unable to evaluate this metric as we did not have sufficient data. 8th-grade students at LION are prepared for the Algebra Common Core Exam and are not required to complete the corresponding 8th-grade Math assessment. We will use NWEA to evidence longitudinal growth beginning with the 2022-23 school year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

*** Students took CC Algebra Regents as 8th Graders*

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We are confident that we will continue to meet and exceed math accountability measures. We have expanded our team and prioritized hiring teachers who specialize in advanced math and science in order to enhance instruction and support students striving for the Advanced Regents Diploma.

It is our expectation that by utilizing the Pre-AP curriculum in Algebra, Geometry, and Algebra II students will be more readily prepared to not only access but excel in advanced mathematics in high school or college and ultimately increase the number of young adults pursuing careers in the fields of science and mathematics. Additionally, the vertical and horizontal alignment of curriculum expectations for students and staff will undoubtedly lead to a more cohesive transition toward advanced coursework.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	MET

⁷ Based on the highest score for each student on the mathematics Regents exam

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	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

For the 2022-23 school year, we will be implementing Pre-AP Algebra, Geometry with Statistics, and Algebra II with Trigonometry curricula to increase the rigor of instruction and open more opportunities for all students to enroll in AP courses such as Calculus. All Pre-AP teachers will be utilizing the Pre-AP Classroom, which has established objective checkpoints and performance tasks for each unit. All Pre-AP teachers will be trained on the platform and have ongoing professional development throughout the year.

Analysis of data and in-depth unit development are also key aspects of our academic program for the 2022-23 school year. We will begin using NWEA as an additional data point to improve instruction and longitudinal measures to inform cohort growth in the 2022-23 school year.

Lastly, we have increased the number of co-taught sections in mathematics and implemented a universal case management system modeled after our Middle School division.

GOAL 5: SCIENCE

Goal 5: Science

LION Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

BACKGROUND

Grades 4-7 utilized McGraw Hill New York eInspire Science, McGraw Hill New York Living Environment Biology, and the NYS Living Environment Curriculum for grade 8. All courses include an instructional design based on the Next Generation Science Standards' Three-Dimensional Learning (Practices, Disciplinary Core Ideas, and Crosscutting the Concepts) Framework.

In grades 4-7, students experienced science by exploring a phenomenon. Through this exposure to readings and research, teachers and students explored how the disciplines of science can contribute to the ongoing struggles for social and environmental justice. Keeping the topic of social and environmental science at the center of the scientific learning community provides opportunities for stakeholders to Engage, Explore, Elaborate, Explain, and Evaluate the depth of scientific knowledge. This experience will help in the development of more critical, and potentially transformative ways of engaging students in the Three Dimensions of Science. In addition, students also continue their exploration through labs (both real-time and simulated in the Gizmo Science4Us/ExploreLearning platform), thus allowing teachers to engage students on how to create authentic, cross-curricular learning experiences that will increase scientific understanding, engagement, and critical thinking. The use of virtual labs was especially successful during virtual learning, and while traditional labs will be a standard for in-person learning, we will continue to use virtual labs where appropriate as they provide variety and accessibility otherwise out of reach for many of our students. In grade 8, all students are required to sit for and successfully complete the Living Environment Regents.

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: 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 4th grade, and the New York State June 2022 Living Environment Regents. 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

LION did not meet this goal. Overall, 41% of students in their second year tested at the proficiency level. We recognized the need to ensure that science instruction is happening throughout the course of a student's academic career and to better align our curriculum and instruction. As such,

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we have increased the number of periods allocated to science in grades K-3 and have adopted research-based curricular programs where we historically relied on teacher-created curricula.

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	41%	68
8	N/A	N/A
All	41%	68

**Data unavailable; awaiting the release of State Test Scores for 2021-22*

ADDITIONAL EVIDENCE

8th-grade students at LION were prepared for the Living Environment Regents exam and were not required to participate in the administration of the 8th Grade Intermediate-Level Science Test. 75% of students demonstrated proficiency on the Living Environment Regents Exam. The table below reflects our students' performance on the Living Environment Regents Exam during the last three administrations.

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	Living Env't	79	77
8	2018-19	Living Env't	74	77
8	2021-22	Living Env't	75	75

INTERNAL EXAM RESULTS

In grades 4-7, we administered NWEA Map Science Growth as our benchmark assessment. The exam is administered three times during the year (fall, winter, and spring) in an effort to track student growth. The purpose of the exam is to track growth, not mastery. Through NWEA's algorithm, a projected year's worth of growth is determined based on the student's individual performance level, and the three administrations of the assessment are used for progress monitoring.

NWEA Science: Median Growth vs Projected Growth Fall 2021 to Spring 2022			
Grade	Total no. Ss with Projections	% Ss. Showed Overall Median Growth	% Ss. MET NWEA Growth Projection
4	69	91%	55%
5	69	83%	52%
6	69	78%	57%
7	65	65%	40%
8	N/A	N/A	N/A
	272	79%	51%

As reflected in the chart above, 51% of students met their overall growth projection for the year, and 79% of students demonstrated overall growth in the school year.

Goal 5: 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

ACTION PLAN

We continue to balance schedule priorities year over year, and have found ourselves challenged by the amount of time that we can devote to science given the above-referenced challenges in our K-8 math and ELA absolute performance. In grades K-3 we were, however, able to increase the number of science periods to 2 per week. Given the increase, we believe that the shift will enable our teachers to improve students’ foundational understanding of scientific concepts in preparation for more advanced science as they progress from one grade to the next. In addition to that, students in grade 3 will now take the NWEA MAP Growth assessment in science; we will use the data to inform instruction during students’ third-grade year. Additionally, we are focused on the professional development of our 4th and 5th-grade science teachers, with the goal of ensuring they are equipped with a more accurate and holistic portrait of their student’s understanding of scientific concepts and skills.

K-8 Curriculum Alignment: Grades K-8 will have adopted HMHs *Into Science* for the 2022-2023 school year. *Into Science* is an NGSS science curriculum that encourages students to engage, explore, explain, elaborate, and evaluate science, using hands-on experiences. The hands-on science activities allow students to hone their writing, speaking, listening, and reading skills while developing a deeper understanding of the subject of science. *Into Science* has embedded formative and summative assessments to gauge student progress and identify where support may be needed.

Scope and Sequence: Through the work accomplished this year by the K-12 Academic Leadership Team, we created a Scope and Sequence for all grades that identifies the schedule of standards, in addition to the priority standards for science. To support this work, we have adopted the Universal Understanding by Design Framework which places a strong emphasis on an alignment between standards and assessments, planning with the end in mind, and breaking down standards (including the identification of possible student misconceptions). Teachers will carefully plan units of instruction that are rigorous, and engaging and allow students to move through the different facets of understanding in order to demonstrate content mastery. All unit plans will include standards-aligned instruction and daily engagement routines that are aligned to the rigor of the daily objectives. Lastly, we will continue with our consistent practices to ensure vocabulary acquisition, the use of rubrics for scoring and feedback on student work, and data day practices that allow opportunities for reflection and re-teaching.

Vocabulary Initiative: Vocabulary access is integral to understanding and mastering science content. Our tiered vocabulary approach places an emphasis on semantic mapping and cross-content connections of academic vocabulary.

Co-Teaching: We implement an Integrated Co-Teaching (ICT) Model across grade levels and courses and recognize the benefit of having multiple instructors in a classroom. As such, we have invested in ensuring all science classes are co-taught, which reflects our commitment to growing our ICT program and students' acquisition of scientific knowledge, concepts, and skills.

Switch to Earth Science: We recognize the importance of vertical alignment and realized that the concepts learned in grades K-8 were more aligned to Earth Science than they are to Living Environment. As such, 8th graders in the 2022-23 school year will now sit for the Earth Science Regents beginning in the 2022-23 school year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

As the following table indicates, 90% or more of LION students in 2016, 2017, and 2018 Accountability Cohorts successfully completed a New York State Regents science exam with a score of 65 or higher. 91% of students in the 2018 cohort met the goal by earning a 65 or higher or an exemption on either the Living Environment, Chemistry, or Physics Regents Exams.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ⁸					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	5	52	90%
2017	2020-21	54	4	48	96%
2018	2021-22	61	18	39	91%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district in comparison.

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

We are confident that we will continue to exceed this goal, given our consistent performance and effectiveness. To ensure that we continuously meet this goal, we have expanded our team and hired excellent educators who specialize in the advanced sciences to enhance instruction and support students striving for the Advanced Regents Diploma.

It is our expectation that implementation of the Pre-AP curriculum in Living Environment (Biology) and Chemistry, will improve the preparation and access for students advancing to Physics, AP Computer Science Principles, and other college courses. Additionally, the vertical and horizontal alignment of curriculum expectations for students and staff will undoubtedly lead to a more cohesive transition toward advanced coursework.

ACTION PLAN

For the 2022-23 school year, we will be implementing a Pre-AP Biology & Chemistry curriculum to increase the rigor of instruction and open more opportunities for all students to enroll in AP courses. All Pre-AP teachers will be utilizing the Pre-AP Classroom which has established objective checkpoints

⁸ Based on the highest score for each student on any science Regents exam

and performance tasks for each unit. All Pre-AP teachers will be trained on the platform and have ongoing professional development throughout the year.

Lastly, we have increased the number of co-taught sections in science courses and implemented a universal case management system modeled after our Middle School division.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

LION students will demonstrate competency in the understanding and application of important ideas from history and the social sciences

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass them. Once students pass it, performance on subsequent administrations of the same exam does not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

As the table below demonstrates, LION continues to exceed this goal, with 94% of students in the 2018 Accountability Cohort scoring 65 or higher on the U.S. History Regents.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	6	48	84%
2017	2020-21	54	21	30	91%
2018	2021-22	61	28	31	94%

EVALUATION

We are confident that we will continue to exceed this accountability measure as we have consistently surpassed the goal of 75% year over year.

ADDITIONAL EVIDENCE

As a core component of our academic advising and course placement, student credit accrual, and Regents pass rates are carefully monitored to ensure that students are on track for graduation and have every opportunity to earn the advanced Regents diploma. Quarterly class meetings are conducted for students to establish ownership of their own learning and monitor progress towards their graduation goals. Additionally, one-on-one meetings are conducted semesterly with families to support students who need additional intervention and Regents preparation.

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

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

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam does not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

As demonstrated in the table below, LION continues to exceed this goal, with 92% of students in the 2018 Accountability Cohort earning an exemption in accordance with the New York State Education Department's exemption policy.

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Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	63	8	47	85%
2017	2020-21	54	9	44	98%
2018	2021-22	N/A	N/A	N/A	N/A

EVALUATION

We are confident that we will continue to meet and exceed this goal, as we have consistently done in years past.

ADDITIONAL EVIDENCE

As a core component of our academic advising and course placement, student credit accrual and Regents pass rates are carefully monitored to ensure that students are on track for graduation and have every opportunity to earn the Advanced Regents Diploma. Quarterly class meetings are conducted for students to establish ownership of their own learning and monitor progress toward their graduation goals. Additionally, one-on-one meetings are conducted semesterly with families to support students who need additional intervention and Regents preparation.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

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

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

We are confident that we will continue to meet and exceed this accountability measure as we have consistently surpassed the goal of 75% for both the Global History and the U.S. History Regents Exams. The retention of excellent educators in our history department has not only led to consistent success but a preparation for the shifts in the exams and upcoming Next Generation Learning Standards.

ACTION PLAN

For the 2022-23 school year, we will be implementing the Pre-AP Global History I & II curriculum to increase the rigor of instruction and open more opportunities for all students to enroll in AP courses such as AP World History and AP U.S. History. All Pre-AP teachers will be utilizing the Pre-AP Classroom which has established objective checkpoints and performance tasks for each unit. All Pre-AP teachers will be trained on the platform and have ongoing professional development throughout the year.

Lastly, we have increased the number of co-taught sections in history courses and implemented a universal case management system modeled after our Middle School division.

GOAL 7: 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 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

LION Charter School, formerly Hyde Leadership Charter School, has been in good standing for each year of the current charter term.

Accountability Status by Year

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