



**Merrick Academy-Queens Public
Charter School**

**2021-22 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Adrian Manuel

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Adrian Manuel, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Gerald Karikari	Trustee	HR, Academic, Finance, and Operations
James Ding	Trustee	HR, Academic, Finance, and Operations
Cameil Dalgetty-Jarvis	Chair	HR, Academic, Finance, and Operations
Tatum Boothe	Trustee	HR and Academic
Nicole C. Blair-Barzey	Trustee	HR and Academic
Vacancy (TBD)	Trustee	
Vacancy (Parent Rep.)	Trustee	

Adrian Manuel has served as the Executive Director since October 1, 2021.

SCHOOL OVERVIEW

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School (Merrick Academy or the School) in June of 2000. Located in Community School District 29 in Queens Village, New York City, the School opened in September 2000, with an enrollment of 121 students in grades K – 2. In the 2021-22 school year, Merrick Academy had an enrollment of 512 kindergarten through fifth grade students.

Our mission at Merrick Academy recognizes that in order to be successful, our children need support from both the home and school. We know a strong partnership with parents will make a great difference in a child’s education. As partners, we at Merrick Academy share the responsibility for our children’s success and want all stakeholders to know that we will do our very best to carry out our responsibilities.

We, at Merrick Academy pursue excellence in our all-inclusive learning community of students, educators, parents, and community members. We work towards the common purpose of providing an excellent educational experience for all students. Through our high degree of individualized instruction, inquiry-based learning approaches, STEAM integrated program model, and data informed practices, we will ensure that all of our students are college and career ready.

Overall, Merrick Academy’s motto “inquiry, equity, and excellence” is a constant reminder of the expectations we set for our learning community.

The focus of the Merrick Academy is on the core skills of reading, language and mathematics. Merrick Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2017-18	82	79	109	90	90	103	553
2018-19	98	83	80	97	79	86	523
2019-20	80	107	88	83	98	82	538
2020-21	94	103	117	97	87	101	599
2021-22	77	88	88	103	81	75	512

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students enrolled in the Merrick Academy-Queens Public Charter School will become proficient in reading and writing of the English language.

BACKGROUND

Merrick Academy has a literacy rich design where reading and writing exists in every subject area. There are authentic texts and opportunities to read. All are reading with purpose and making connections to self, the community, and the world. All are making connections across content areas. The ELA Block shifted to the Humanities block which combines ELA and History to foster deeper learning in an interdisciplinary manner.

In this school year we also made the shift to the nationally accredited Great Minds curriculum, Wit and Wisdom. Since it was the first year of implementation, staff and students were given space and grace to adapt to the complex grade level books that integrated the ELA standards. We used this curriculum to guide our lesson planning with the freedom to modify the modules as necessary to meet the care needs of our families, students and staff as we navigated a second surge of the Covid-19 Pandemic.

The School's ELA curriculum is rooted in the following principles:

1. Read and Write Critically- summarize, interpret, critique and make connections across all disciplines by reading and writing in response to informational, technical and fictional texts
2. Construct logical arguments that utilizes evidence from multiple points of views
3. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
4. Speak with confidence, clarity and discernment about a wide range of topics demonstrating the use of effective research techniques with various pieces of media and a synthesis of the information
5. Engage in the Writer's Process and demonstrate knowledge of the difference between writing informally and formally by selecting appropriate styles, expressions, and vocabulary

The ELA curriculum relies on a balanced literacy approach that incorporates authentic texts, guided reading, centers, independent reading, and writing. In grades K-2, students learn handwriting, phonemic awareness, concepts about print, and phonics.

As we move into the upcoming school, and begin the pursuit of IB accreditation, we are aiming to:

- Deepen students engagement with inquiry based learning
- Engage in Project Based Learning, as teachers work in the Humanities department, to build literacy based, transdisciplinary units that allow students to innovate and create authentic projects that respond to our working Program of Inquiry.
- Utilize Wit and Wisdom and all of its resources in the 2nd year of implementation

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

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

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

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	92	0	0	1	12	104
4	65	0	0	0	16	81
5	64	0	0	0	11	75
All	221	0	0	1	39	260

RESULTS AND EVALUATION

In the 2021-22 school year, Merrick students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English language arts exam. The 2021-22 school year marked a full return to New York State testing as the COVID pandemic impacted the previous two years of administration. Merrick also opted to implement a 100% computer-based testing program last year for the first time. Overall, the school missed the absolute goal by 37.4 percentage points. The grade closest to achieving the goal of 75% proficiency was Merrick’s 4th grade, where over 48% of students enrolled in at least their second year achieved proficiency on the English language arts exam. However, this was still 26.7 percentage points below the goal.

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	33.7%	92	35.0%	80
4	46.2%	65	48.3%	60
5	35.9%	64	29.8%	57

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

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All	38.0%	221	37.6%	197
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ADDITIONAL EVIDENCE

Because the state English language arts exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would be futile to analyze, as the cohort of Merrick students who took the 2018-19 English language arts exam as third grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 English language arts results are not available.

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	35.0%	80	N/A	N/A
4	48.3%	60	N/A	N/A
5	29.8%	57	N/A	N/A
All	37.6%	197	N/A	N/A

ADDITIONAL EVIDENCE

² 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](#).

Because the 2021-22 English language arts assessment results for Community School District 29 are not available, and comparable data is not available for the school’s current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Merrick enrolled a higher percentage of students achieving proficiency on the state English language arts exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years. In the 2017-18 school year, 43% of Merrick students achieved proficiency, compared to the district’s average of 40%. In the 2018-19 school year, 49% of Merrick’s students achieved proficiency compared to 41% for the district.

Goal 1: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

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

Goal 1: Growth Measure
 Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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

INTERNAL EXAM RESULTS

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

I-READY

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	258	152%	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	258	160%	[Yes]

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	90% ⁴	59	157%	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	258	139%	[Yes]

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	105	35%	95
4	28%	82	27%	76
5	17%	71	16%	65
All	27%	258	26%	236

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	139%	105
4	173%	82
5	145%	71
All	152%	258

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

ADDITIONAL CONTEXT AND EVIDENCE

Like schools across the nation, Merrick faced daily obstacles in 2021-22 regarding the ongoing COVID Pandemic. The school returned to in-person learning after a year and a half for all students on the first day of school. However, due to ongoing community spread, a winter surge in cases catalyzed by the Omicron variant, and ongoing community skepticism related to COVID; Merrick faced unprecedented obstacles that impacted student learning. The obstacles that were most impactful included: student enrollment declines due to transitioning families, unstable attendance, school and cohort-based closures (10 classrooms/41% of classes for 10 total days and 10 days of full school closure due to positive cases) for student/staff quarantines, delays in implementation of new curriculum, and ongoing disruptions to learning in order to prioritize the health, safety and socio/emotional

In addition to ongoing challenges brought on by the pandemic, Merrick opted to have all student take the NYS exams on computers for the first time. In preparation, students practiced with pilot exams and other computer-based simulations. The transition marked a significant change for teachers and students and there were challenges that may have impacted student focus, performance and comfort since we had the dual obstacle of computer-based testing and the need to socially distance, isolate students/staff and mitigate potential COVID exposure and spread throughout the administration of both the ELA and math exams.

Goal 3: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Only one of Merrick’s five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report’s submissions or could not be measured because the state English language arts exam was not administered in the two previous school years.

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 Achieved

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.	Cannot Currently Be Measured
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

The School will be implementing a number of new initiatives during the 2022-23 school year to improve ELA student achievement.

- 1. Backwards Design Planning Culture
 - o Clearly mapping out Modules by beginning with the end in mind and knowing where you want students to go.
 - o Ensuring the Learning Journey is shared with students often and so that they can use it to self-assess their progress
 - o Posted in classrooms: Objectives, Formative Assessment, Criteria for Success

- 1. Project Based Learning
 - o Building PBL Units alongside the Wit and Wisdom units to facilitate students creating authentic public projects that respond to a real-world need
 - o Inquiry Based Learning
 - o Driving all lessons with students asking questions that they desire to investigate and discover knowledge about

- 2. New Planning and Lesson Feedback System
 - o Implementing the Week at a Glance lesson Planning system to facilitate alignment across the grade both horizontally and vertically

- 1. Content Departments led by new Humanities Director
 - o Hired a new Humanities Director to oversee curriculum design and pedagogy

- 1. Conducting Student Work Protocols to adapt and adjust lessons

- 2. Lead Planners in each grade
 - a. Led by the Humanities Director, each grade will have one Humanities lead planner

2. Professional Learning Communities structured for 2x per week focused on instructional practice, culture, inquiry and individualized learning.

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**
 1. Strong instructional delivery of grade level content through effective execution of the new curriculum.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. All grades have an RTI block (40 mins.) daily that rotates every other day (ELA/Math) for K-3. 4-5 has two daily RTI blocks.
 2. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 3. Alignment of interventions to students' specific gaps.
 4. RTI/MTSS is being revised to a new school comprehensive plan to be published and fully implemented in spring of 2023 that includes virtual, summer, after school and socio-emotional components.
 5. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 2. Multi-dimensional data dashboards that provide insights to student learning trends, individualized support needs and progress monitoring for all students.
 3. Daily formative assessment collection as well as diagnostics, formative/summative assessments to analyze performance, revise improvement/strategic plans as necessary, and inform daily teacher planning cycles and weekly team/department planning meetings.
 4. Informing students and families of performance monitoring data and opportunities to extend learning via virtual resources, extended day and Saturday boot camps.
 5. Teachers meet weekly in the following configurations for data review, planning and instructional development: departments, grade levels, 1:1 instructional coaching, and bi weekly Wednesday professional development/data review cycles.

Strategic Approach for Content Knowledge Building and Implementation of New Curriculum

- Implement Year 2 of Wit and Wisdom curriculum with a focus on deepening teacher planning and practice.
- New Humanities director is upgrading school wide literacy approaches and vision in alignment with the IB PYP accreditation process, best practice and a focus on literacy across all content areas.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students enrolled in the Merrick Academy-Queens Public Charter School will become proficient in mathematics

BACKGROUND

At the start of the 2021-22 school year, we began the revolutionary Eureka Math curriculum. Eureka’s program is designed to advance equity in the math classroom by helping students build enduring math knowledge. Like, ELA, it was our first year of implementation and had to allow space and grace as students and teacher adapted to the new lessons. Through an intentional integration of digital interactives, a focused approach to encouraging student discourse, and by connecting lessons to real-world math, students stay engaged in math learning that propelled their achievement and allowed for us to meet our I-ready Interim Assessments goals.

Merrick Academy’s mathematics curriculum is rooted in the following principles:

1. Develop and apply multiple strategies to solve routine problems
2. Apply methods of problem solving to complex problems requiring various methods
3. Ability to increase precision and accuracy through approximating
4. Utilize of inductive and deductive reasoning to solve problems; multi step, abstract and complex real-world problems
5. Represent mathematical problems in multiple formats such as analytic, numerical and geometrical

Merrick Academy’s mathematics curriculum is a comprehensive approach to the subject. Students are engaged in math review, problem solving, conceptual understanding, and mastery of math facts. In grades K-5, students participate in guided math instruction and centers, as well as number stories and practice in foundational skills.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

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

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

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

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	94	0	0	0	11	105
4	66	0	0	0	16	82
5	64	0	0	0	7	71
All	224	0	0	0	34	258

RESULTS AND EVALUATION

In the 2021-22 school year, Merrick students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state mathematics exam. Overall, the school missed the absolute goal by 30.6 percentage points. The grade closest to achieving the goal of 75% proficiency was Merrick’s 4th grade, where 50% of students enrolled in at least their second year achieved proficiency on the English language arts exam. However, this was still 25 percentage points below the 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	46.8%	94	46.9%	81
4	48.5%	66	50.0%	60
5	39.1%	64	35.1%	57
All	45.1%	224	44.4%	198

ADDITIONAL EVIDENCE

Because the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would be futile to analyze, as the cohort of Merrick students who took the 2018-19 mathematics exam as third

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.

grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school.

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 2: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 mathematics assessment results are not available.

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	46.9%	81	N/A	N/A
4	50.0%	60	N/A	N/A
5	35.1%	57	N/A	N/A
All	44.4%	198	N/A	N/A

ADDITIONAL EVIDENCE

Because the 2021-22 mathematics assessment results for Community School District 29 are not available, and comparable data is not available for the school’s current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Merrick enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years. In the 2017-18 school year, 38% of Merrick students achieved proficiency, compared to the district’s average of 31%. In the 2018-19 school year, 49% of Merrick’s students achieved proficiency compared to 34% for the district.

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](#).

Goal 2: Comparative Measure

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

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

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

Goal 2: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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

INTERNAL EXAM RESULTS

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

I-READY

2021-22 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	258	156%	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	258	181%	[Yes]

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	90% ⁸	61	152%	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	258	160.5%	[Yes]

End of Year Performance on 2021-22 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	105	31%	97
4	22%	82	23%	74
5	25%	71	25%	66
All	26.1	258	27%	237

End of Year Growth on 2021-22 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	154%	105
4	149%	82
5	161%	71
All	156%	258

ADDITIONAL CONTEXT AND EVIDENCE

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

COVID Pandemic. The school returned to in-person learning after a year and a half for all students on the first day of school. However, due to ongoing community spread, a winter surge in cases catalyzed by the Omicron variant, and ongoing community skepticism related to COVID; Merrick faced unprecedented obstacles that impacted student learning. The obstacles that were most impactful included: student enrollment declines due to transitioning families, unstable attendance, school and cohort-based closures (10 classrooms/41% of classes for 10 total days and 10 days of full school closure due to positive cases) for student/staff quarantines, delays in implementation of new curriculum, and ongoing disruptions to learning in order to prioritize the health, safety and socio/emotional

In addition to ongoing challenges brought on by the pandemic, Merrick opted to have all student take the NYS exams on computers for the first time. In preparation, students practiced with pilot exams and other computer-based simulations. The transition marked a significant change for teachers and students and there were challenges that may have impacted student focus, performance and comfort since we had the dual obstacle of computer-based testing and the need to socially distance, isolate students/staff and mitigate potential COVID exposure and spread throughout the administration of both the ELA and math exams.

<p>Goal 2: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Only one of Merrick’s five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report’s submissions or could not be measured because the state mathematics assessment exam was not administered in the previous two school years.

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 Achieved
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot Currently Be Measured
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

The School will be implementing a number of new initiatives during the 2022-23 school year to improve Math student achievement.

1. Backwards Design Planning Culture
 - o Clearly mapping out Modules by beginning with the end in mind and knowing where you want students to go.
 - o Ensuring the Learning Journey is shared with students often and so that they can use it to self-assess their progress
 - o Posted in classrooms: Objectives, Formative Assessment, Criteria for Success

0. Project Based Learning
 - o Building PBL Units alongside the Eureka modules to facilitate transdisciplinary learning in Mathematics and Science
 - o Building PBL Units that facilitate students creating authentic public projects that respond to a real-world need
 - o Inquiry Based Learning focused on math applications in real world contexts
 - o Driving all lessons with students asking questions that they desire to investigate and discover knowledge about

3. New Planning and Lesson Feedback System
 - o Implementing the Week at a Glance lesson Planning system to facilitate alignment across the grade both horizontally and vertically

0. Content Departments led by new Mathematics Director
 - o Hired a new Mathematics Director to oversee curriculum design and pedagogy

5. Conducting Student Work Protocols to adapt and adjust lessons

0. Lead Planners in each grade
 - Led by the Mathematics Director, each grade will have one Mathematics lead planner

0. Professional development structured for 2x per week focused on instructional practice, content development, inquiry and individualized learning.

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**
 1. Strong instructional delivery of grade level content through effective execution of the new curriculum.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. All grades have an RTI block (40 mins.) daily that rotates every other day (ELA/Math) for K-3. 4-5 has two daily RTI blocks.
 2. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 3. Alignment of interventions to students' specific gaps.
 4. RTI/MTSS is being revised to a new school comprehensive plan to be published and fully implemented in spring of 2023 that includes virtual, summer, after school and socio-emotional components.
 5. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 2. Multi-dimensional data dashboards that provide insights to student learning trends, individualized support needs and progress monitoring for all students.
 3. Daily formative assessment collection as well as diagnostics, formative/summative assessments to analyze performance, revise improvement/strategic plans as necessary, and inform daily teacher planning cycles and weekly team/department planning meetings.
 4. Informing students and families of performance monitoring data and opportunities to extend learning via virtual resources, extended day and Saturday boot camps.
 5. Teachers meet weekly in the following configurations for data review, planning and instructional development: departments, grade levels, 1:1 instructional coaching, and biweekly Wednesday professional development/data review cycles.

Strategic Approach for Content Knowledge Building and Implementation of New Curriculum

- Implement Year 2 of Eureka curriculum with a focus on deepening teacher planning and practice.
- New Math Director is strengthening school wide vision for math practices that include curriculum implementation and teacher support, coaching on best practices, rubrics and indicators for providing levels of support and intervention as well as alignment with literacy and STEAM based programs, expectations and practices.

GOAL 3: SCIENCE

Goal 3: Science

All students at the School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Merrick Academy's science curriculum is rooted in the following principles:

1. Inquiry-based
2. STEAM Literacy
3. Spiraled and interdisciplinary
4. Developing curiosity through the world around us
5. Using data and evidence to make claims based on relevant learning experiences

The science curriculum provides authentic learning opportunities fueled by scholar curiosity and the scientific method. Students learn about the key scientific principles through inquiry, reading, writing, and mathematical concepts. Students make connections with what they are discovering to other subject areas. The curriculum spirals and builds upon content as the students move on to different grade levels at the school.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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	94.7%	75
8	N/A	N/A
All	94.7%	75

ADDITIONAL EVIDENCE

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

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

The school does not enroll 8th grade students.

Goal 3: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2021-22 school year, Merrick met its absolute goal of having at least 75% of students achieve proficiency on the state science exam. The comparative goal against the district could not be measured because the district's results on the science exam were not available at the time of this report's submission.

ACTION PLAN

Merrick Academy is committed to student achievement in science, as most recently evidenced by the renewal of the school's charter in June 2020 and incorporating a STEAM focus into its mission for the next five years. Historically, Merrick has had strong results in science and has been focused on becoming a STEAM based school year-round.

In the 2022-23 school year, steps towards this mission will include:

- Adoption and implementation of Amplify science curriculum across the school
- All elective classes offered K-5 are now STEAM based courses focused on developing strong mathematics skills/competencies, scientific thinking/reasoning, experimentation, emergent technologies (robotics, coding, artificial intelligence)
- Investing in ISTE certification for all STEAM teachers and adoption of ISTE frameworks for teaching and learning as a STEAM based school.
- Full time STEAM Director hired in August 2022 to develop our K-5 vision for STEAM learning and enrichment programs.
- Project based learning opportunities in STEAM throughout the school day, in extended programming and summer learning camps.

GOAL 4: ESSA

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

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Merrick Academy was in good standing pursuant to the state's ESSA accountability system in the 2021-22 school year.

ADDITIONAL EVIDENCE

The School has been in good standing for the past three school years.

Accountability Status by Year

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