



**New Visions
AIM Charter High School I**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Kristin Greer, Principal and
Melissa Wass, Senior Program Officer, Charter
1150 East New York Avenue
Brooklyn, NY 11212

718-269-7090

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2021-22 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School I:

- Kristin Greer, Principal
- Melissa Wass, New Visions Senior Program Officer
- Allison Cohen, New Visions Director - Data Analytics
- Isabella Zuco, New Visions Data Analyst

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Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.

SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, was relaunched in August 2017 by a restructured Board of Trustees in partnership with charter management organization, New Visions.

MISSION

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in East New York Brooklyn, AIM I serves over-aged and under-credited youth defined as students who are at least one grade behind based on age and credit attainment. Students are at least 15 years of age when they enroll, have completed 7th grade, and have been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2021, 180 students were enrolled in AIM I.

KEY DESIGN ELEMENTS

AIM I offers an intentionally engineered, tightly organized, and highly personalized set of academic experiences complemented by robust and integrated social and emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements, and successful planning and transition into postsecondary academic or work preparatory programs. More specifically, AIM I's key design elements include:

1. Evidence-based and technology enabled administrative systems
2. Defined postsecondary pathways comprised of:
 1. Direct partnerships with postsecondary programs
 2. Postsecondary planning
 3. Academic and career pathway postsecondary preparation
 4. Student outcomes tracking
 5. Alumni support
3. Intensive and personalized academic supports, including:
 1. Personalize education program assignment based on comprehensive diagnostic assessments
 2. Evidence-based instructional design and delivery
 3. Extended-day academic supports
4. Flexible and personalized academic programming:
 1. Targeted blended mastery learning
 2. Asynchronous digital learning opportunities
5. Student advisors who:
 1. Serve as the single point of contact with families
 2. Facilitate productive behavior management
 3. Support students in achieving regular attendance
6. Provide intensive and integrated social and emotional supports

MODALITIES OF INSTRUCTION

During the 2021-2022 school year, AIM I leveraged a fully in-person instructional model, with the exception of a brief remote learning period from 12/20/21 to 1/14/22 as a proactive response to the increase in COVID-19 cases at that time. During the remote period of instruction, the instructional model included one day of synchronized live instruction via Zoom for each core subject area and asynchronous independent mastery assignments provided via Google Classroom. AIM I followed the tenets of the learning model, but shifted from blended learning to remote learning, thus allowing students to still work at their own pace and demonstrate mastery of learning standards.

In addition, AIM I enhanced the blended, self-paced, mastery instructional model to innovatively mitigate learning loss based on the disruptions to learning caused by the COVID-19 pandemic. In AIM I's model, blended instruction integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences. The self-paced component provides students with learning tasks that they complete at a speed that is customized to their personal levels of mastery. Thus, students can progress through the material based on their learning needs. Students may take longer with material they might struggle with, review topics that cover material they already know, or repeat topics as needed. The Mastery component to the model ensures that students exhibit a certain threshold of competence with a task before moving on to the next. In contrast with more traditional forms of instruction where all students are provided the same amount of time to achieve competence with a given skill before the teacher moves to the next topic, in mastery-based approaches, each student continues to spend time on a skill until they achieve proficiency.

There are four key components to the AIM I Blended Self-Paced Mastery Model:

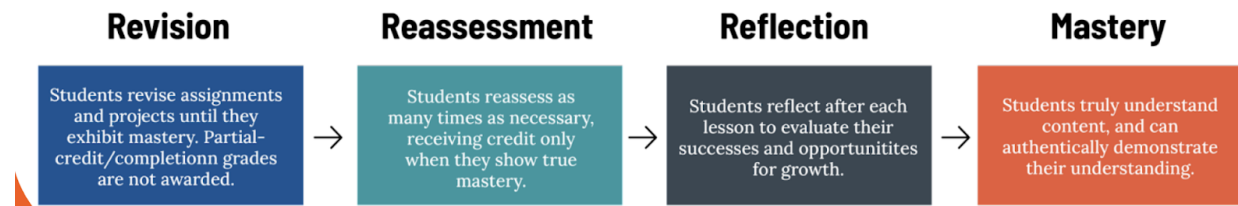
1. Students access new content in modules which include teacher created videos, mini lessons, peer collaborative work, other teaching resources.
2. Students develop mastery through practice of classwork embedded in the learning modules, class discussion, labs, reading and other activities.
3. Students submit practice for teacher feedback and then revises practice as needed.
4. Students demonstrate mastery via a mastery check.
 - a. If the mastery check shows mastery of concept, then the student moves to the next module.
 - b. If the mastery shows a lack of mastery, then the teacher provides feedback and support for the student to revise.

The goal of the instructional model is to help students achieve authentic understanding of academic content and skills. Thus, reaching mastery typically involves two stages:

1. Stage 1: Developing Mastery through Practice
 - a. Involves Application: Students take what they've seen in an instructional video and apply it to new tasks.
 - b. Encourages Collaboration: Students should work together to understand new content through peer discourse, feedback, and revision.
 - c. Can be Revised: When students make mistakes, they should have the chance to revisit and improve their work.
 - d. Many Ways of Practice Towards Mastery: Classwork, discussions, labs, readings, worksheets, and other types of activities.

2. Stage 2: Demonstrating Mastery through Mastery Checks & Assessments
 - a. Requires Assessment: Students complete tasks aligned to learning objectives which measure whether or not they've learned.
 - b. Is Individual: Students should demonstrate mastery on their own, without external support.
 - c. Can be Reassessed: When students fail to show mastery, they should reassess with a new question or task.

Additionally, as in previous years, AIM I continues to utilize a more clearly defined instructional practice, including a standardized lesson format involving teaching videos, guided notes, Mastery Assignments, Mastery Checks, and Mastery Assessments. As students embark on the road to mastery, teachers classify each lesson to ensure that students are properly grouped to engage in the Mastery Learning Process. The Mastery Learning Process involves revision, reassessment, reflection, and mastery. Throughout each phase of mastery, teachers focus on a mastery-based grading process to classify students' self-pacing in each lesson/module.



Teachers utilize the New Visions curriculum, however they conduct a process of modification to identify the key standards for each course and then create five performance targets aligned to these standards and skills that are necessary for students to be successful within the course. Teachers modify the New Visions curriculum to correspond with these units. Furthermore, teachers are able to differentiate for the variety of skill levels within the classroom, by providing content/activities that every student “Must Do”, higher skill level that students “Should Do” and the highest level of skill that students “Aspire To Do”.

AIM I provided training, coaching and support to all teachers around the blended, self-paced, mastery learning model, in order to effectively structure a virtual classroom, instructional materials, and provide students access to lessons (differentiated based on student needs), models, resources, and tasks to supplement. AIM I also aligned to the Modern Classroom Projects’ course to ensure all teachers received proper training, enrichment, and exemplars for implementation. The adoption of the Modern Classroom Project, helped further deepen the school’s mastery model, developed in years past, to a more refined learning experience. Additionally, ten teachers were selected to receive one-to-one coaching through the Modern Classroom’s scholarship program to further learn about their innovative blended, self-paced, mastery-based approach to teaching and learning, designed to support students with a high diversity of learning levels and social emotional needs.

SOCIAL, MENTAL, AND EMOTIONAL HEALTH SUPPORTS

AIM I’s social emotional support plan for school year 2021-22 is linked [here](#) that outlines the various supports provided to students and families.

ENROLLMENT SUMMARY

In the table below, we provide AIM I’s BEDS Day enrollment for each school year of this charter term.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	70	40	26	29	165
2018-19	72	56	30	28	186
2019-20	67	28	43	34	172
2020-21	61	40	31	49	181
2021-22	92	54	23	11	180

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2016 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2021-22 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

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

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30th
2017-18	2012-13	2012	19	2	17
2018-19	2013-14	2013	29	0	29
2019-20	2014-15	2014	43	0	43
2020-21	2015-16	2015	50	0	50
2021-22	2016-17	2016	51	0	51

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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	17	81	98
2018-19	2013-14	2013	28	44	72
2019-20	2014-15	2014	44	55	99
2020-21	2015-16	2015	47	37	84
2021-22	2016-17	2016	36	44	80

PROMOTION POLICY

At AIM I, we offer students a variety of academic courses to meet NYS graduation requirements. Course sequences follow the [AIM House model](#). Please note that any student that enters our school generally has gaps in meeting the ninth grade requirements in any content area and is eligible to take the tenth grade requirements as a ninth grader. Students’ Regents assessment schedule will depend on the course sequence the student is enrolled in.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate via multiple pathways equipped with the academic, social, emotional, and navigation skills to pursue postsecondary education and employment.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting 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 sustained enrollment. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM I, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Eighty percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2022 and therefore met this measure.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model. At AIM I each first year student is assigned to either a student advisor, a counselor, or a social worker as a primary person, for targeted and mandated support. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social, emotional, and academic support.

At AIM I, we create a warm, welcoming, and highly motivating learning environment for first year students. Additional supports and programming for first year students are below.

- This year, AIM I expanded our certification program to include additional industry-specific certifications to further students within their postsecondary pathways. These certifications included: OSHA, Security Guard License, Career Development Occupational Studies, First Aid/Health Safety, Barbering, and Lash Technician. Thus creating more attraction and retention of new students.
- AIM I continued to provide and expand upon trauma-informed approaches and social emotional learning (SEL), through empowerment and strategic partnerships with community-based organizations.
- AIM I's first year students also engaged in daily advisory classes that focused on our school's four social emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I embedded SEL empowerment groups to support first year students' emotional well-being and provide skills for our four social emotional competencies that included CARES Wellness

Circle, Black Boy Leadership, Pure Legacee (Female Empowerment), Sexual Health, and Future Life-Skills Planning.

- AIM I social workers and interns provided at-risk individual and group in-person counseling services for students who qualified, were referred, or requested counseling services.
- Community referrals for services were also provided if first-year students exceeded the social emotional capacity for AIM I counseling services.
- AIM I offered student events and workshops to promote student culture and community building, including award ceremonies, supporting families with basic needs, providing opportunities for games/competitions, and female and male empowerment workshops.
- At the end of the school year, students that completed certification programs, CDOS hours, and/or empowerment workshops, were provided with a graduation ceremony and an appreciation event.
- AIM I continued implementing and introducing new students to the Engagement Pathways (postsecondary pathways), which include college, arts, vocational, 21st century workforce, and the alternate pathway. These pathways help support students to be prepared after they graduate aligned to a postsecondary portfolio. In addition, this year, AIM I enhanced our advisory model, to ensure that first year students had clear postsecondary milestones as goals to focus on for their postsecondary future.
- AIM I students participated in a Career & Community Resource Fair. Representatives and agencies from the community support job skills training and postsecondary readiness. Participating organizations included:
 - Coop Tech, Brownsville Jobs Plus, Brooklyn Workforce Innovations, Rebound, Comprehensive Youth Development, Inc., Youth Stand United, St Nicks Alliance, Housingworks, The Door - A Center of Alternatives, Building Beats, Medgar Evers College - CUNY, SUNY Brooklyn Educational Opportunity Center, INCLUDEnyc, New York City Teens Connection, Pure Legacee, SCO Family of Service, Opportunities for a Better Tomorrow, Destiny Helpers Outreach Inc, and Brooklyn TCAC - Transition & College Access Center
- AIM I also shifted the instructional model upon returning to in-person learning to a blended self-paced model. This model not only provided students with the opportunity to work at their own pace, but also incorporated personalized learning through small group instruction with teachers.
- AIM I continued to implement Mastery Make-up Week, where students were led by their accountability coach to focus on remediation and mitigating learning loss. Each accountability coach had a tracker with three priorities each day for students to complete. New students were introduced to this process, and were provided with an action plan to support them in their journey.
- For new students that struggled to academically demonstrate mastery, a credit recovery hour was placed on their schedule to ensure they completed course work and mitigated their learning loss.
- AIM I also hosted Saturday school Regents prep to support new students with tutoring for the Regent exams.

Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2017-18	97%
2018-19	87%
2019-20	95%
2020-21	90%
2021-22	80%

ADDITIONAL EVIDENCE

AIM I continues to meet this goal, however, this year, we noticed a drop in retention, which we attribute to the return to in-person learning from a year and half of remote learning. This past year we also enrolled an additional 65 new students after BEDs day and 51 of those students remained enrolled through June 30th.

AIM I has maintained a high level of performance in meeting this goal due to our enrollment and intake process, primary person model, at-risk/barriers Rtl model, Engagement Pathways, trauma-informed practices, blended, mastery, self-paced learning model, and the accountability model (individualized development plan process). All of these efforts of which the school will continue to implement and enhance each year to make progress towards this goal.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting 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 sustained enrollment. The measure requires that, based on the school’s enrollment requirements, 70 percent of all AIM I students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Fifty-seven percent of students who were enrolled as of BEDS day were retained through June 30, 2022. AIM I fell short of meeting this measure by 13 percentage points.

The transition from remote to in-person learning had a direct impact on achieving this measure. AIM I determined that there were a number of long term absent students during remote learning that also struggled to re-engage upon returning to in-person learning. After a data analysis process, ongoing home visits and attendance outreach, we discovered that many students, due to COVID, had major life shifts, resulting in their transition from AIM I. Students that re-engaged were reintegrated back into the community. Unfortunately, there were a significant number of students who did not re-engage and become long-term absences and were subsequently discharged, which impacted the school’s overall enrollment and retention rate. The following are reasons why students disengaged with the school:

- Relocation to another state
- Need to work to support family
- GED
- Parenting, pregnant, expecting
- Baby-sitting siblings due to COVID or children unable to attend school
- No response
- Court-involvement
- Hospitalizations
- Bereavement
- Mental health (social anxiety, clinical and debilitating depression, etc.)
- Working during school hours
- Requesting virtual school option

In addition, we have experienced consistent challenges with attendance since transitioning from remote to in-person learning. AIM I has shifted the attendance outreach focus towards in-person supports, attendance events, family counseling referrals, truancy intervention plans, and re-defining the attendance plan. Each truant students’ attendance plan included elements of interventions and incentives, as listed below:

- Attendance display board: communication of attendance goals and monthly averages
- Student recognition for perfect attendance
- Attendance award certificates (Award Nights)
- Principal’s Breakfast
- First period breakfast competition
- School attendance trips
- Positive phone calls
- Ice cream socials
- Pizza parties
- Class competitions
- Raffles for prizes
- Use of social media to post incentives and high engagement

Retention Rate for All Students

School Year	Retention Rate
2017-18	93%
2018-19	81%
2019-20	87%
2020-21	92%
2021-22	57%

ADDITIONAL EVIDENCE

After returning from a year and a half of remote learning, AIM I experienced several barriers which impacted their ability to meet this retention target, unlike years prior. Similar to NYC schools in Brooklyn, there have been observable and reported declines in enrollment and retention affecting many schools since COVID-19. There are three factors impeding AIM I’s ability to meet its retention targets, which include: the complexities of re-engaging students, relocation to a new community six months prior to transitioning to remote learning due to COVID-19, and the after effects of COVID-19 in returning to

in-person learning. All of the retention efforts that were put in place during our first six months in a new community back in school year 2019-20 and when we returned back to in-person learning led to improvement but fell short of the retention targets.

The school has been primarily focused on re-engaging students through personalized partners, establishing new partnerships, and revising our discharge process. Due to the overwhelming number of students not returning post-COVID, AIM I engaged community partnerships to support with outreach, specifically our partnership with Advocates for Children (ACS). Each week the attendance coordinator met with ACS interns, assigned at AIM I, through our National Cares Mentoring partnership, to visit the homes of each student that did not return to AIM I, or deemed LTA. In this process, the aforementioned reasons why students did not return were collected and tracked, thus leading to the discharge of students that were no longer engaged post-BEDS day. Throughout the year, the attendance team met frequently to discuss plans of action, LTA progress, and discharge needs to support the school, students, and families.

Goal 1: Leading Indicator

Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment.¹

METHOD

The school demonstrates the effectiveness of its SEL program by enabling students to improve their Self Management Skills from fall to spring. To achieve this measure, 65 percent of students who were enrolled during both the fall and spring testing window will show significant improvement in their Self-Management T-score from pre to post-DESSA assessment. Significant improvement (statistically significant improvement) between pre and post-test is determined using the standard error of prediction to calculate posttest confidence ranges.

RESULTS AND EVALUATION

Fifteen percent of students with both fall and spring DESSA scores showed significant improvement in their Self-Management Skills T-Score, therefore not meeting this measure. The school fell short of meeting this measure by 50 percentage points.

AIM I faced several barriers, which impacted meeting this new goal. We experienced staffing challenges this past year that impacted the SEL program and the DESSA administration, as we utilized the staff-rated DESSA assessment. More specifically, the youth development director role was not consistently filled throughout the entire school year, which left gaps in training staff on how to administer the DESSA and led to inconsistency in which staff rated students. In addition, while vacant the role was unable to support advisory lesson planning and feedback. Further we did not have two advisors for the majority of the school year. Of the 125 students who were enrolled during the fall and spring testing window only 71 were assessed twice, due to staffing and attendance challenges.

¹Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

Percent of Students with Fall to Spring Significant Improvement in Their Self-Management Skills T-Score

School Year	Number of students Enrolled During Fall and Spring Testing Window	Number of Students with Fall and Spring Testing Scores	Percent of Students who SHowed Significant Improvement in Their Self-Management Skills T-Score
2021-22	125	71	15%

ADDITIONAL EVIDENCE

In the upcoming year AIM I will be moving towards utilizing the student self-rated DESSA which will mitigate the consistency issues that we experienced this year.

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th in the reporting year earn at least ten credits.

RESULTS AND EVALUATION

Fifty percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2022 earned at least ten credits, therefore not meeting this measure.

Although this measure was not met, there was a drastic improvement from the previous year, with a 35 percentage point increase. We believe that the refinement and enhancement of the following AIM I programs/initiatives led to this improvement:

- Blended Self-Paced Mastery Model: The return to in-person learning allowed us to add the blended component, which gave students the opportunity to engage with teachers in small instruction groups and/or individual conferencing
- Accountability Model: Ensured that for each accountability meeting there was a focus and a tracker to support the coaches in achieving this focus
- Engagement Pathways & Advisory Model: Streamlined the engagement pathways to the advisory model and added one to address students with significant barriers to graduation
- Mastery Make-up Week: Gave students the opportunity at the end of each trimester to complete unfinished coursework to ensure they earned all credits for the trimester
- Community Based Partnerships for Engagement Pathways: One such partnership was specifically engaged around PSAT & SAT prep, resulting in increased engagement with academic materials
- IDPs: Provided students with an opportunity to create goals and also occasions to revisit these goals, including academic goals
- Itutor: a virtual tutor in the highest need classrooms to provide one-on-one supports

Percent of Students in their First Year at AIM I Earning at least Ten Credits in 2021-22

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2017-18	38	37%
2018-19	58	40%
2019-20	41	59%
2020-21	27	15%
2021-22	36	50%

ADDITIONAL EVIDENCE

While AIM I did not achieve this goal, we are back to trending upwards - we were at 59% in SY 2019-20 (after previously being on an upwards trajectory), then down to 15% during SY 2020-21 while fully remote for the year, and are now at 50% which is close to where we were in SY 2019-20.

The tabel below provides a further breakdown of the number of credits earned by first year students enrolled at AIM I for school year 2021-22.

Credits Earned by First Year Students at AIM I for School Year 2021-2022		
Number of Credits Earned	#	%
Less Than 5 Credits	12	33%
Between 5-9 Credits	6	17%
10+ Credits	18	50%

One consideration is that AIM I continues to enroll students (and graduate, after one term) throughout the school year. This means that students who are enrolled after BEDs day and earned ten or more credits are not captured in the data above. There were 51 new students who enrolled after BEDS and remained enrolled through June 30th and of those students four earned at least ten credits (8% of new students enrolled after BEDS day earned 10+ credits).

The transition from remote learning to in-person instruction proved to have an impact on first-year students, enrolling after BEDS day, and past the half-way mark in the trimester, specifically for students coming from a school that may not have had a fully digital learning model. Thus the AIM I instructional team worked diligently to make sure Performance Targets were aligned to priority standards, specifically in Regents culminating courses, to support gaps in first-year students' learning. Mastery Checks for Google Classroom modules and Mastery Assessments for Performance Targets consisted of personalized and self-paced problems/questions/tasks from previously disseminated Regents. This allowed new students enrolling past BEDS day an opportunity to earn credits. The team also continues to improve on the AIM I Blended, Mastery, Self-Paced Learning Model: implementing public-facing trackers that help first-year students to keep focus on their pace; module completion so that students are getting the appropriate “bite-sized”, targeted, and personalized content; incorporating ANET data analysis to ensure that teachers are grouping students effectively for revision and reassessment.

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM I for more than one year will earn at least 8 credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year who have been at AIM I for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Forty-five percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2022 earned at least eight credits.

Although this measure was not met, similar to credit accumulation for first year students there was also a drastic improvement from the previous year for credit accumulation for returning students, with a 22 percentage point increase. We believe that in conjunction with the aforementioned retention efforts AIM I instituted the following credit accumulation supports also helped to improve our progress towards reaching this measure:

- Blended Self-Paced Mastery Model: The return to in-person learning allowed us to add the blended component, which gave students the opportunity to engage with teacher in small instruction groups and/or individual conferencing
- Accountability Model: Ensured that for each accountability meeting there was a focus and a tracker to support the coaches in achieving this focus
- Engagement Pathways & Advisory Model: Streamlined the engagement pathways to the advisory model and added one to address students with significant barriers to graduation
- Mastery Make-up Week: Gave students the opportunity at the end of each trimester to complete unfinished coursework to ensure earning of all credits for the trimester
- Community Based Partnerships for Engagement Pathways: One such partnership was specifically engaged around PSAT & SAT prep, resulting in increased engagement with academic materials
- IDPs: Provided students with an opportunity to create goals and also occasions to revisit these goals, including academic goals
- Itutor: a virtual tutor in the highest need classrooms to provide one-on-one supports

Percent of Students Who Have Been at AIM I for More Than One Year
Earning at least Eight Credits in 2021-22

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2017-18	155	34%
2018-19	92	50%
2019-20	109	48%
2020-21	140	23%
2021-22	66	45%

ADDITIONAL EVIDENCE

While the school’s credit attainment goal was not met during this school year, the percentage of AIM I students enrolled for more than one year who earned at least eight credits is once again on an upward trend. Based on the data we discovered that the under credited students that we serve have significant credit gaps so through our efforts to mitigate this learning loss we have made a sizable increase. We are getting closer to having returning students earning eight or more credits. Upon further inspection of the data we note that there is a considerable number of students that earned 4 to 7 credits (30%). This will be our target population for this upcoming school year - we will focus on pushing these students towards the goal of earning at least the eight credits as this would potentially lead to us achieving and even surpassing this goal (75%).

Goal 1: Leading Indicator
 By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.

METHOD

This measure serves as a leading indicator of students meeting individualized goals around academics, SEL, and postsecondary planning as documented in their Individualized Development Plans (IDPs). The measure requires that 67% of students will meet 67% of their goals for the current year, as outlined in their IDP.

RESULTS AND EVALUATION

The Individualized Development Plan is a new Key Design Element for AIM I for the 2023-2027 charter term, and it is a new measure on the accountability plan. Therefore, there is no data to report on for the 2021-22 school year. We anticipate reporting out on this measure in fall 2023.

Percent of Students Who Have Met 67% of Their Goals Outlined In Their IDP for 2021-22		
School Year	Total Number of Students	Percent of students meeting 67% of IDP goals
2021-22	N/A	N/A

ADDITIONAL EVIDENCE

As stated above, the IDP is a new Key Design Element and IDP goals completion is a new measure on the school’s accountability plan. However, in order to lay the foundation for an effective IDP system that enables us to monitor progress and utilize data for continuous improvement, AIM I has been working throughout school year 2021-22 to develop structures, practices, and staff capacity around the IDP process. AIM I currently has systems in place for enrollment and intake; creation of the IDP and academic, attendance, SEL, and postsecondary goals with the accountability coach using clear and consistent processes; selection of an engagement pathway; sharing the IDP and progress monitoring with school stakeholders; monthly check-ins and support conversations with students; family communication; and processes for school teams to review IDP data, touching on each student at minimum once per trimester to follow up around next steps. For school year 2022-23, AIM I will be working with the CMO to implement a tracker system to enable school teams to review trends and

patterns in data to examine the effectiveness of supports provided and focus on action planning for interventions for particular subgroups.

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM I for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM I for at least one year but less than two years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 50 percent of students who have been enrolled at AIM I for at least one year but less than two years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

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 schools should report the percentage of students who either passed or were exempted from at least one exam.

RESULTS AND EVALUATION

Seventy-one percent of students enrolled at AIM I for at least one year have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least one of the five exams required for graduation. AIM I met and exceeded this measure by 21 percentage points.

At the onset of the school year, AIM I instituted an assessment model that correlated with the AIM I instructional model which resulted in key curriculum modifications through a Mastery Learning Framework. The ELA and math team implemented the ANet Quiz tool to create ANet assessments aligned to the New Visions curriculum as the Mastery Assessment for each course. The ANet assessments provide students with rigorous assessments in order to prepare them for the Regents exams. The science and social studies team utilized prior Regents exams to create Mastery Assessments for each course that aligned to the New Visions curriculum. These assessments provided students the practice that they needed with the Regents exam content.

The implementation of ANET this school year, includes the following accomplishments:

- Oriented ELA and math teachers to ANET purpose and their quiz tool systems
- ELA and math teachers utilized the ANET quiz tool to create and administer standards-aligned mastery checks for at least two units/ modules
- ELA and math teachers met in departments with the ANET coach to analyze assessment data with ANET protocols
- ELA and math teachers planned modules to show evidence of use of ANET assessment data to inform instruction

Additionally AIM I incorporated a round of mock Regents in order to prepare students and staff for the Regents exams which have been cancelled for the past year a half. Teachers utilized the data from these

mock Regents to determine opportunities for growth for students and used this to determine the priority standards that needed to be focused on and to further inform their plans for instruction.

Through the AIM I Accountability Model, each student received bi-weekly reports that aligned to their IDP goals. The accountability report provides students with progress and the coaches recommend interventions. For students who need specific Regents, they are referred to the Regents prep academy, to focus on alternative options towards preparing for the exams, beyond the classroom.

Percent of Students Who Have Been Enrolled at AIM I for At Least One Year
Passing One Exam Required for Graduation

School Year	Number of students who have been enrolled at AIM I for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	55	71%

ADDITIONAL EVIDENCE

AIM I engages in a state of the school address, led by the principal, each trimester. The purpose of this address is to provide current data and progress on the school's accountability plan measures, and enable teams to discuss strategic plans for forward progress.

AIM I continued the data analysis and data interpretation process, Data Huddles, to utilize school-wide data that aligns to the school's goals and accountability plan measures. Data Huddles are a strategic school-wide approach to diving deeply into data to create action plans that are measurable. Huddles are led by trained facilitators to lead a "huddle" around a focused dataset with a clear and guided protocol (review data, make observations, interpret, plan). Each data huddle enables teams of staff to reflect, review, and action plan around school-wide data each month.

AIM I continues to use the House Model strategically to set supports in place for students with regards to Regents. All of the efforts above, helped AIM I meet this measure, and specifically through intentional planning, strategic data, and the implementation of a rigorous assessment.

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM I for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM I for at least two years but less than three years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 60 percent of students who have been enrolled at AIM I for at least two years but less than three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

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 schools should report the percentage of students who either passed or were exempted from at least two exams.

RESULTS AND EVALUATION

Forty-six percent of students enrolled at AIM I for at least two years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least two of the five exams required for graduation, therefore not meeting this measure.

AIM I fell short of meeting this metric by 14 percentage points. This is the first year we are reporting this data as this is a new metric on the school’s accountability plan. While we did not meet the goal, we focused students on closing the gaps between credit accumulation and Regents completion, given the exemptions allotted. Students that did not meet this goal struggled during the 2020-21 school year due to the effects of the pandemic, and thus spent the 2021-22 school year in remediation classes and intervention support. Although students increased their credit accumulation, they may not have met the requirements for the course sequence, therefore not meeting the exemption requirements for the Regents from the previous year. Thus, causing a gap that the school will further address in the coming school year with students within this subgroup.

Percent of Students Who Have Been Enrolled at AIM I for At Least Two Years
Passing Two Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM I for at least two years	Percent Passing at least Two Exams (including exemptions)
2021-22	24	46%

ADDITIONAL EVIDENCE

The school is making progress towards this metric as referenced in the table below:

Students Enrolled at least Two Years	#	%
Passing 0 Regents	6	25%
Passing 1 Regents	18	75%
Passing 2+ Regents	11	46%

During the upcoming school year, AIM I will put in place some practices that will result in future increases in this goal. The following are practices that the school will implement to target the students enrolled at least two years:

- Success plans/agreement that the students will develop with their student advisor, to focus their growth in the upcoming school year.
- Accountability conference with the students accountability coaches
- Targeted Regents preparatory sessions
- CDOS examination workshops, inclusive of pre and post assessments
- Tutoring for upcoming Regents examinations
- Continued and timely messaging around exemptions to students and families

Goal 1: Absolute Measure

Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM I for at least three years or more and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 67 percent of students who have been enrolled at AIM I for at least three years or more score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

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 schools should report the percentage of students who either passed or were exempted from at least three exams.

RESULTS AND EVALUATION

Seventy-four percent of students enrolled at AIM I for at least three years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least three of the five exams required for graduation. AIM I met and exceeded this measure by seven percentage points.

AIM I exceeded this metric based on the following:

- Generally students in their third year at AIM I, have completed at least three exams, as they approach the Summit house and graduation.
- Based on the AIM I House model, students enter the Summit house, their final year with us, with at least three Regents exams and 27+ credits. Therefore, students that are in this category are approaching high school completion.
- Students in this subset are students that exceeded their IDP goal, and overall house promotion getting them closer to graduation.
- Students received accountability conferences, advisor check-in's, and counseling support through advisory to focus them on this goal.
- The school enacted all of the aforementioned interventions as well, including the following:
 - Implementation of the ANET assessments towards mastery development
 - Targeted outreach for students
 - Instructional supports and personalized teaching strategies
 - Providing study hall sessions, where they received the support that they individually needed.
 - Alternative daily scheduling with an SEL check-in in every classroom
 - Co-Advisory planning with the advisors, social workers, and counselors
 - IDP for accountability coaching
 - Advisory Model to support SEL, postsecondary, academic achievement, and personal development.

Percent of Students Who Have Been Enrolled at AIM I for At Least Three Years Passing Three Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM I for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	23	74%

ADDITIONAL EVIDENCE

AIM I engages in a State of the School address, led by the principal, each trimester to identify students that are on track, off track, not yet on track, or fast track. The school team engages in data huddles, house team meetings, and Teen talk meetings to focus the school on specific interventions for each student, resulting in action-oriented efforts. Teen Talk provides an opportunity for teachers, counselors, and advisors to share concerns and identify interventions within the classroom. Teen Talk is part of the support levels that ensure that students get what they need personally to make at least adequate progress. Students reviewed in Teen Talk meetings are monitored to determine next steps as appropriate. The data is tracked, implemented, observed, and reported out during the Teen Talk meetings.

AIM I continues to use the House Model strategically to set supports in place for students with regards to Regents. All of the efforts above, helped AIM I exceed this measure, and specifically through intentional planning, strategic data, and the implementation of a rigorous assessment.

Goal 1: Absolute Measures
 Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students who entered the 9th grade as members of the 2015 cohort and graduated six years later. These data reflect early 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.²

RESULTS AND EVALUATION

Forty-three percent of students in AIM I’s 2016 cohort graduated after six years, therefore not meeting this measure and decreasing slightly from the previous year.

Although AIM I did not meet this measure, the school has focused on sixth year graduates as an area of continued improvement. This year, sixth year graduates were placed in an alternate pathway, focusing them on graduation, HSE/GED enrollment, YABC (Young Adult Borough Center) enrollment, or an alternate path to success. Students that attend AIM I typically struggle with re-engagement to high school and some have barriers to achieving academic success such as parenting, court involvement, and

² The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

foster care involvement. By the sixth year of high school, most students are experiencing a heightened level of responsibility, as they age, and progress. Our focus is to support students in their decision to graduate high school, and counsel them on their decisions beyond or in spite of. The following efforts maintain our approach and further it:

- AIM I continues to refine the intake process and furthered its social emotional learning program.
- AIM I continues to focus on conducting a social emotional assessment (to assess students’ overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and accountability plans for success. In addition to social emotional support, the school provided individualized and targeted support towards graduation, which included re-engagement, graduation, and transition plans.
- As mentioned in previous measures, AIM I utilizes an accountability coach system, where coaches meet with their students on their caseload to review their attendance and credit accumulation data. This year, AIM I enhanced this model by refining the IDP that coaches use to conference with students. Students created goals at the beginning of the year and these were documented on the IDP and reflected upon during conferencing meetings with coaches.
- In addition, AIM I continues to utilize leadership data huddles, which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through data housed in the New Visions Data Portal.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school staff collaboration. AIM I will continue to target interventions for students in the sixth year cohort, for their ultimate success.

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	91	13%
2018-19	2013	72	35%
2019-20	2014	99	38%
2020-21	2015	84	45%
2021-22	2016	80	43%

ADDITIONAL EVIDENCE

Although AIM I did not meet this measure, the decrease from the previous year is very slight (two percentage points) and is still much higher than the first three years.

AIM I continues to attribute progress to targeted, personalized student supports added to the school’s program, a uniformed advisory model, the implementation of SEL competencies, barrier data collection and analysis, certifications/internship programs, and a blended, self-paced, mastery model.

School Year	Annual Graduates (September 1-August 31)
2017-18	20
2018-19	24
2019-20	51
2020-21	40
2021-22	17

Goal 1: Comparative Measure

Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.³

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 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

Forty-three percent of students in AIM I’s 2016 cohort graduated after six years compared to 43% of students in the 2015 cohort from comparable transfer high schools. Although the graduation rate for AIM I’s 2016 cohort was the same as the 2015 cohort for comparable schools, it did not exceed it and therefore did not meet this measure. School data for comparable transfer high school’s 2016 cohort was not available for comparison at the time of this report.

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	98	13%	619	50%
2018-19	2013	72	35%	1199	50%
2019-20	2014	99	38%	1242	51%
2020-21	2015	84	45%	807	43%
2021-22	2016	80	43%	TBD	TBD

ADDITIONAL EVIDENCE

While AIM I has not met this measure, as mentioned above, the school has experienced an increase in percent of students in the total graduation cohort who graduate in six years from the first three years of the charter term. To the contrary, while comparable transfer schools have posted higher percentages of

³ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

students graduating in six years, these schools have not experienced a gain over time. And last school year, AIM I surpassed comparable schools by two percentage points.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2021-22, AIM I met three of the ten measures with data available in the high school graduation goal. Data was not available for one measure in school year 2021-22.

Type	Measure	Outcome
Leading Indicator	Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Not Achieved
Leading Indicator	Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment. ⁴	Not Achieved
Leading Indicator	Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.	N/A
Absolute	Each year, 50 percent of students enrolled at AIM for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 60 percent of students enrolled at AIM for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Not Achieved
Absolute	Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved

⁴ Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

Comparative	Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools. ⁵	Not Achieved
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ACTION PLAN

As mentioned previously, AIM I experienced a shift from remote to in-person learning this past year, and the after-effects of the pandemic, including mitigating learning loss, reengaging previously disengaged students, and resuming in a new school community. Overall, the 2021-22 school year was filled with challenges and yet, the school has managed to pick up the pieces to resume, even with a short shift to remote learning during the winter due to an increased number of COVID cases. We believe, over time, we will continue to see improvement in a greater percentage of students achieving the measures for the high school graduation goal. The following efforts we will implement, enhance, and refine to support the overall improvement and progress in the coming year:

1. Blended Self-Paced Mastery Model. In all courses, teachers identify four-to-five performance targets derived from priority state standards to be covered for each course per trimester. These are further broken down into smaller modules of learning that students are able to navigate through at their own pace. Students are expected to demonstrate progress towards mastery of this targeted content and skills and must master content before moving from one unit to the next. AIM I continues to refine and enhance this model via a partnership with the Modern Classroom Project and outsourced technology coaching.
2. Data Huddles. A cyclical gathering of leaders, teachers, and staff to implement deep data analysis and action planning. AIM I will continue to implement this school-wide data analysis process. Next year, AIM I will engage in deeper data analysis protocols with ANET, a Mock Regents data analysis process, and literacy and numeracy interventions, for teachers to review, analyze, and use data to provide differentiated content and instruction to students’ learning needs.
3. Individualized Development Plan (IDP). We believe we will improve academic performance and credit accumulation by assessing students’ strengths and needs. AIM I will develop an IDP for each student, aligning engagement pathways and supports to the IDP, and monitor each student’s progress. Additionally, the IDP will be adjusted or revised on a regular basis to ensure the most fitting support is in place for each student. Implementing IDPs will improve academic performance and credit accumulation because it will increase student ownership of their own goals and learning process; increase the clarity and actionability of the partnerships between the student, family, and their counselor and other staff; match students with the best engagement pathway; and provide the mechanism for school staff to examine the effectiveness of the supports and interventions assigned to students at the level of trends and patterns in order to diagnose and address systemic challenges.
4. House Model. AIM I’s House Model concept will be in its sixth year of implementation during the 2022-23 school year. Three houses comprise the model including Base Camp, Peak, and Summit. Staff members of each house are expected to analyze student data within their respective houses, to use it for lesson planning and student check-ins. In addition, last year each house increased its focus on postsecondary planning, and the development of a college and career portfolio, which will continue in school year 2022-23. We believe that this led to greater student understanding and

⁵The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

attention to graduation requirements, and an increase in first year students achieving at least ten credits during their first year and anticipate a greater increase in the upcoming school year.

5. Primary Person Model. The AIM I Primary Person Model fulfills a key component of the youth development team, wherein, the student advisor is responsible for the attendance outreach, academic advisement, social emotional development, and post-secondary/college & career advisement. In the AIM I Primary Person Model, the student advisor acts as the student's and their family's first point of contact for any of the student's needs.
6. Enhanced Intake Process. AIM I will continue to deploy a more fast-paced student enrollment process than what is traditionally expected. This is to prevent student drop off from initial application to the first day of school and has proven to be a successful process for the school to get students into the building on their first day. AIM I has a rolling-admissions process for orienting students throughout the year. The intake process involves steps that support the student, collect vital information to guide the staff in meeting the student's needs, and orient the student into our school community.
7. SEL Advisory & Curriculum. AIM I will continue to improve upon the curriculum by implementing a 21st Century skills advisory model for all advisories, thus resulting in students completing the pre and post assessment measuring communication, learning and teamwork, citizenship and social responsibility, and information technology communication proficiency. AIM I has been approved as a US Ambassador Fellowship Program school site for the upcoming school year. The School Ambassador Fellowship is a professional learning community designed to improve educational outcomes for students by leveraging the expertise of school-based practitioners in the creation, evaluation, and dissemination of information around national education initiatives. Ambassadors during their residency in the program complete a research study that is aligned with one or more of the secretary of state's education core initiatives. As a school site, AIM I's advisory curriculum will examine a 21st-century skills advisory model in an alternative high school setting for youth ages 16 to 21 utilizing a 21st-century skills curriculum, "iDEAS Empowered by Youth®". The "iDEAS Empowered by Youth®" is a project-based learning curriculum that teaches youth about entrepreneurship, digital literacy, and financial and social change. This study will use a pretest-posttest design utilizing the "bASE21 Assessment" measuring youth's 21st-century skills (Gresse von Wangenheim, Degering, Mioto, Martins-Pacheco, Borgatto, & Petri, 2021). It is hypothesized that youth's 21st-century skills scores will increase in the post-test following the 12-week curriculum intervention indicating that participants have gained new knowledge of 21st-century skills in the areas of communication, learning and teamwork, citizenship and social responsibility, and information communication technology proficiency.
8. SEL Assessment. AIM I will continue to address the hiring issues as well as improving our SEL program. This includes strong summer planning for advisory for the fall to include a focus on self management lessons from School Connect to support meeting this target. Advisory will also include a specific module and pilot study on 21st century skills during trimester 2 to support with teaching self management skills as well. AIM I will continue to administer a SEL assessment at least twice a year to observe representations of the four social emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. Based on our experience this past year AIM I will be moving towards using the student self-rated DESSA in the upcoming year which will mitigate the consistency issues that we experienced with the

staff-rated assessment. The SEL team will utilize data to inform and strengthen the SEL program implementation in the following areas:

- To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
- Root SEL assessments in observed strength-based behaviors;
- Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
- Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes; and
- Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.

9. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students. These students will be provided with literacy and numeracy intervention, as well as using AIM I's Literacy Across Departments derived literacy routines across the core content classes. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.
10. Creating a School-wide Assessment System. AIM I will extend its work with ANet to not only provide a suite of formative assessment tools and coaching support around the use of data to drive instructional decision-making, but also incorporate interim assessments. This will create a true academic assessment system resulting in timely and actionable data to help target instructional and SEL interventions as needed, and provide opportunities to accelerate student progress when appropriate.
11. Trauma-Informed & Restorative Justice Approaches. AIM I has indicated a need for training and coaching support for teachers, admin, staff, and students with a focus on creating a trauma-informed school culture and climate. AIM I will engage in professional development training to support teachers, administrators, and staff become knowledgeable on trauma's impact, gain skills for addressing the impact, and work collaboratively to integrate trauma-informed practices school-wide. Staff will receive training to empower students as partners in the creation of a trauma-informed school as well as in the planning of trauma-informed practices and restorative justice approaches. Selected groups of students will become familiar with specific components of a trauma-informed school as it relates to SEL, restorative justice, safety and prevention, and supportive environments by building skills in conflict resolution, peer mediation, and circle keeping. Selected teachers will receive coaching in Danielson Domain 2 Learning Environment; implementing trauma-informed practices to meet the SEL needs of students and establish an environment that enhances student success. Selected leaders will receive coaching in identifying priorities and creating action plans to address those areas including implementing trauma-informed practices to improve school culture and climate.
12. Retention. We believe that this upcoming school year we will return to being successful in our retention based on the following actions that we have taken:
 - Each student that did not maintain at least a 65% attendance rate in school year 2021-22 received a home visit over the summer to discuss the barriers they faced and create an

- action plan for the upcoming school year with goals to support the student in achievement and retention.
- AIM I has focused on marketing our EPIC (Empowerment, Pathways, Internships, & Certifications) programs to students to promote engagement and retention at the start of the school year to ensure students have selected their ideal program that will keep them focused throughout the year.
 - AIM I continues to enhance the targeted and comprehensive approach to student and family orientation activities, and personalized student experience at the start of the school year.
 - The school will continue to provide students with engaging opportunities, social emotional learning support, and postsecondary support. This comprehensive approach helps support students to focus on bridging gaps in their learning, connecting their educational journey, and preparing students for their postsecondary goals.
 - AIM I will continue to enhance returning students' engagement/school culture, trauma sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, with an emphasis on relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students.
 - AIM I will continue to develop specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system and school store, and student events.
 - Each staff member will continue to serve as an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support towards retention and academic achievement.

We believe that continued focus and implementation of the strategies outlined above, AIM I will continue to increase the percent of students who meet all measures under the high school graduation goal of our accountability plan.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: COLLEGE PREPARATION

Students will be prepared for and pursue postsecondary options

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students' postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) coaching with student advisors and entered into the NV Data Portal by the school counselor.
- A postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), best practice sharing on implementation of Xello, Postsecondary Portfolio and CDOS, data entry in New Visions' Data Portal, and postsecondary data review.
- A certification focus for students within the Vocational Pathway, and those interested focused on:
 - OSHA/Construction
 - Safety Training
 - Barbering Apprenticeship Licensing
 - Security Guard License
 - Cosmetology/Esthetician Specialities
- The continued implementation of Xello, the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM I continues to implement a Postsecondary Portfolio in which milestones are tracked in the New Visions Data Portal and Google Classroom. The evidence of learning is supported through Xello and learning assignments saved in each students' Google Drive folder. Courses that align to CDOS learning standards, such as advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.
- The [National Cares Mentoring Program](#) for Student Council students to gain emotional, social and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.

Goal 2: Leading Indicator

Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.

METHOD

For each student, the school maintains a postsecondary portfolio that includes a resume, career interest inventory, and postsecondary list.

RESULTS AND EVALUATION

Fifty-two percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list, therefore not meeting this measure.

The students planned to graduate that did not complete their portfolio, fall into one of the following categories:

- Moved to another graduation year, due to poor academic performance, and continuing to work on their portfolio for their actual graduation year;
- Encountered barriers and life circumstances which led to poor attendance and/or latenesses which caused them to not to complete their portfolio;
- Struggled with the after-effects of COVID, thus hindering them from in-person learning; or
- Struggled with mental health issues.

Percent of Students Completing a Postsecondary Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Postsecondary Portfolio
2021-22	25	52%

ADDITIONAL EVIDENCE

All students that graduated completed their portfolio, with the exception of one student, due to family challenges hindering completion. Conversely, all students that were planned to graduate, but have not yet graduated, will complete their portfolio in the year of their actual graduation, as is common with students that have fallen off-track. Eight of the 25 students planned to graduate are still active at AIM I. Of those eight students two have completed their portfolio and four have completed two of the three components. AIM I will continue to work towards increasing the percent of students completing their postsecondary portfolio through advisories aligned to Engagement Pathways and the use of the Xello curriculum as outlined above.

The tables below provide a further breakdown of the number of planned graduates that completed each component of the postsecondary portfolio and the total number components of the portfolio completed by each planned graduate.

Number of Planned Graduates Completing Each Component of the Postsecondary Portfolio		
Total # of Planned Graduates = 25	#	%
Planned Grads Completing the Resume	15	60%
Planned Grads Completing Career Interest Inventory	21	84%
Planned Grads Completing Postsecondary List	18	72%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 25	#	%
Completed 0 of 3 Components	4	16%
Completed 1 of 3 Components	1	4%
Completed 2 of 3 Components	7	28%
Completed 3 of 3 Components	13	52%

Goal 2: Absolute Measure

By Year 5 (2025-26) of the accountability period, 80 percent of students who graduate in the prior reporting year will have enrolled in a two- or four-year accredited college, military service, industry-aligned career training program, or gained employment⁶ within one year of their graduation.

METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I will track and report the percentage of students who graduate in the prior reporting year who enroll in a two or four year accredited college, military service, industry-aligned career training program, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Eight percent of AIM I students who graduated in the school year 2020-21 enrolled in a two or four-year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation, therefore not meeting this measure.

Matriculation data is collected from the National Student Clearinghouse and counselors collect other postsecondary outcomes including military service, technical/occupational institute, or employment.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training Program, or Gain Employment

School Year	Year Student Graduated	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training, or Gain Employment
2018-19	2017-18	20	17%
2019-20	2018-19	24	30%
2020-21	2019-20	51	14%
2021-22	2020-21	40	8%

⁶Gainful employment is defined by meeting these 3 criteria: 1. PP/T - 24 hours; F/T - 35 hours; 2. Been employed in the same job for 3 months (for 3 consecutive months); 3. Making at least minimum wage.

ADDITIONAL EVIDENCE

Postsecondary preparedness and enrollment is an area of growth for AIM I. In SY 2020-21, the number of graduates declined as well as the number who enrolled in postsecondary institutions, entered military service, or secured employment within one year of graduation. We attribute the decrease in both areas from the after effects of COVID.

Despite still being amidst a pandemic, this past year AIM I worked to ensure our seniors maintained a focus on making postsecondary plans and decisions before graduation. Each senior met with the college and career counselor and designated advisor with whom they had regular check-ins to support their emotional well being and to explore their postsecondary options. Once we transitioned back to in-person learning our college and career counselor conducted senior meetings monthly and discussed postsecondary planning and the importance of completing the portfolio. Seniors have been working on completing their postsecondary milestones which include: resume building, S.M.A.R.T. Goals, creating a LinkedIn profile, receiving letters of recommendations, and career assessments. Once a week our college and career counselor would touch base with our soon to be graduates to support them with their postsecondary planning and college and career portfolios. Our college and career counselor invited colleges and / or universities to AIM I. We also invited individuals to AIM I to do career presentations for all students to attend once a week. In person college tours were on hold at most schools during this school year but will resume as colleges allow visitors back on campus. Also, most colleges / universities asked that all visitors be vaccinated.

Looking towards data for next year, in school year 2021-22 there were a total of 16 graduates and of those 16 graduates twelve made postsecondary commitments. Commitments for these students included attending a 2 or 4 year college or university, enlisting in the military, and seeking employment.

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by [NYS through Option 1 or Option 2](#).

METHOD

AIM I administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. AIM I also utilizes option 1 for CDOS credential where applicable, which requires students to complete 216 hours of activities aligned to the CDOS standards with a minimum of 54 of those hours completed in work-based learning activities in addition to the completion of a career plan and employability profile. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials: Career-Ready Assessment by the completion of their sixth year in the cohort as well as students who demonstrated proficiency through CDOS-aligned activities.

RESULTS AND EVALUATION

Twenty-nine percent of students in AIM I’s 2016 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM I provided CDOS opportunities to all potential graduates and ensured that all students had an opportunity to partake. These opportunities occurred during Advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. Due to the Regents exemptions, many students completed their Regents requirements for a Regents diploma, and focused on portfolio completion. However, during this past year, AIM I continued to refine the postsecondary milestones students worked to achieve and the methods for monitoring the completion of their postsecondary portfolios which included tracking the work-based learning hours students complete. Due to this continued focus on building the CDOS program, preparing seniors for the CDOS exam, and ensuring that the CDOS standards are aligned to the advisory curriculum, is the focus for the upcoming school year.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	2017-18	17	12%
2013	2018-19	29	34%
2014	2019-20	43	53%
2015	2020-21	50	48%
2016	2021-22	51	29%

ADDITIONAL EVIDENCE

Although there was a decline this past school year, currently 48% of students in cohort 2017 and 28% of students in cohort 2018 have met this measure. This demonstrates an increase, driven by the aforementioned efforts, thus, a key area for AIM I to continue to refine.

Goal 2: Comparative Measure
 Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

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

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2021-22, AIM I did not achieve any of the three measures, with data available, in the postsecondary outcome goal. One measure was not applicable for school year 2021-22.

Type	Measure	Outcome
Leading Indicator	Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.	Not Achieved
Absolute	By Year 5 (2025-26) of the accountability period, 80 percent of students who graduated in the prior reporting year will have enrolled in a two or four year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation.	Not Achieved
Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by NYS through Option 1 or Option 2 .	Not Achieved
Comparative	Each Year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools. ⁷	N/A

ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I hired a college and counselor in January of 2022 to ensure AIM I students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **College Success:** The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts Career Pathway:** This pathway is designed for students interested in a career in the areas of performing arts or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce:** The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment

⁷ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

immediately after graduation – opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.

- **Vocational & Certification:** The Vocational and Certification pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.
- **Alternative Pathway:** The alternative pathway is focused on High School Equivalency (HSE) and military. This pathway is for students interested in pursuing a HSE or a career in the military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

Career Development and Occupational Studies Credential (CDOS): AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential. The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) workshops/classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success. AIM I will continue to implement a pre-assessment for the CDOS exam as part of our fall assessments. If a student meets the completion criteria for the pre-assessment, they are scheduled to take the CDOS exam. If a student did not pass the completion criteria, they were provided with CDOS workshops to prepare for the exam, based on their house. All CDOS standards are aligned to the advisory curriculum to provide students with support towards mastery.

Special Considerations: Students with IEPs: Because AIM I has many students with IEP needs and transitional services, the SPED postsecondary team members will focus on supporting students with IEPs and postsecondary planning through SPED caseload management. This includes but is not limited to partnerships with programs for individuals with disabilities and job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

EPIC: Empowerment, Pathways, Internships, & Certifications: AIM I staff will continue to help students become stronger and more confident individuals by building their self awareness, self management, social awareness and social management skills. The college and career counselor will continue to help the engagement pathways to thrive by encouraging students to participate in all activities that are offered in their specific pathway so that students have a specific postsecondary plan upon graduation. AIM I will continue to expand on their partnerships where we can help students obtain internships in their career interest. AIM I will expand on our certification programs by networking with different organizations that offer students a valuable certificate.

SEL Advisory & Curriculum: As mentioned in the previous section's action plan AIM I will continue to improve upon the curriculum by implementing a 21st century skills advisory model for all advisories,

thus resulting in students completing the pre and post assessment measuring communication, learning and teamwork, citizenship and social responsibility, and information technology communication proficiency. AIM I has been approved as a US Ambassador Fellowship Program school site. The School Ambassador Fellowship is a professional learning community designed to improve educational outcomes for students by leveraging the expertise of school-based practitioners in the creation, evaluation, and dissemination of information around national education initiatives. Ambassadors during their residency in the program complete a research study that is aligned with one or more of the secretary of state's education core initiatives. As a school site, AIM I's advisory curriculum will examine a 21st-century skills advisory model in an alternative high school setting for youth ages 16 to 21 utilizing a 21st-century skills curriculum, "iDEAS Empowered by Youth®". The "iDEAS Empowered by Youth®" is a project-based learning curriculum that teaches youth about entrepreneurship, digital literacy, and financial and social change. This study will be using a pretest-posttest design utilizing the "bASE21 Assessment" measuring youth's 21st-century skills (Gresse von Wangenheim, Degering, Mito, Martins-Pacheco, Borgatto, & Petri, 2021). It is hypothesized that youth's 21st-century skills scores will increase in the pre and post-following the 12-week curriculum intervention indicating the participants have gained new knowledge of 21st-century skills in the areas of learning and teamwork, citizenship and social responsibility, and information communication technology proficiency, and communication.

Alumni Supports: In the 2021-22 school year, AIM I hired a College and Career Counselor (CCC) who supports students in their college and career readiness development. In addition, this team member will coordinate the efforts around alumni support. In the coming year, the CCC will facilitate multiple alumni events to ensure that the tracking of alumni efforts are enriched. Additionally, AIM I will continue to hire a part-time "Bridge Coach" to conduct regular outreach to alumni and connect them to available resources and programs as needed. Both of these efforts will be engineered to strengthen the alumni outreach and tracking efforts, in tandem with all of the IDP, postsecondary planning and enrichment activities students are afforded while enrolled at AIM I.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10, and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

This year, AIM I implemented the ANET assessment system to build the appropriate assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade level standards. ELA teachers received training on the ANET Quiz Tool, which provides rigorous assessment questions and tasks. AIM I ELA teachers also administered these assessments (formative & summative) to students, analyzed the data and utilized the analysis to refine student understanding to ensure student mastery of key standards.

AIM I also administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition. These mock Regents were key this school year as students returned to the physical school setting after two years of not taking Regents exams; students and teachers both needed to see where there was the greatest opportunity for growth regarding students being prepared for success with Regents exams.

Finally, during school year 2021-22, AIM I worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project Free Online Course in order to further enhance the model with researched best practices regarding Mastery & Self-Paced Learning. Once teachers completed the PD, the consultant was able to refine teacher understanding of key components, specifically regarding Mastery Based Grading: Defined Mastery Checks & Assessments; Student Mastery Progress; Revision, Reassessment, Reflection & Mastery Cycle; Differentiated Mastery Checks & Assessments: and Student Self-Reflection.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administers 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 a score at or above Performance Level 3 (Partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core) or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth 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 2016 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 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Thirty-eight percent of students in AIM I's 2016 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. Although AIM I fell short of meeting this measure by 12 percentage points it should be noted that a total of 24 students, four with no valid score and 20 who had previously sat for the exam, earned Regents exemptions. Therefore 82% of students in cohort 2016 met the ELA Regents requirement for graduation. The decline can be attributed to cohort 2016 missing multiple opportunities to resit for the ELA Regents exam.

Although AIM I was not able to meet this goal, we were able to take advantage of the Regents exemptions that were given during the cancellation of the January Regents exams and previous administrations. During this time, we utilized our accountability model to focus our attention and target students that needed to sit for the ELA exam. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course the

students needed to complete successfully in order to be able to become eligible for the Regents exemption.

Unfortunately due to returning from a year and a half of being remote during the COVID pandemic, there were challenges with students resuming an in-person model including taking Regents exams. To offset the potential difficulties that we foresaw for students we administered a mock Regents prior to the June Regents administration to help students and staff prepare. Teachers were able to use the data to determine areas of strength and areas for growth for students so that teachers could adjust instruction to be responsive to their needs. Additionally, we continued to work towards enhancing our blended self-paced mastery-based instructional program, which we had initiated while remote the previous year. This was our first year conducting Blended Self-Pace Mastery Learning in a brick-and-mortar setting.

Another initiative implemented this past year was incorporating ANet in order to increase the rigor of assessments in ELA. This year the ELA team was trained to utilize ANet’s Quiztool, which they used to create the Mastery Assessments for each Performance Target. This was an introduction to ANet and as such is in its early phases of implementation and has also displayed that there is a greater need for vertical alignment in the ELA department.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%
2016	2021-22	51	4	18	38%

ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the ELA department, focused specifically on students within this cohort, to support them towards mastery in the ELA course, and on the ELA Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the ELA teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next ELA unit.

This year, AIM I further refined and revised the Mastery Model to include elements of the Modern Classroom Project. Each passing year, there have been improvements. Most recently, teachers have

⁸ Based on the highest score for each student on the English Regents exam

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begun including student trackers for students to be able to self-monitor their own progress and including more rigor in assessments with the use of ANet.

As indicated in the table below, 43% of students in the 2017 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 17 students earned Regents exemptions and one student earned a special appeal. Therefore, 90% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 65% of students in cohort 2018 have passed, earned a Regents exemptions or special appeal for the ELA Regents required for graduation.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹	Number in Cohort	Percent Passing ¹⁰
2016	60	33%	62	36%	51	38%
2017	40	24%	54	24%	30	43%
2018	33	12%	45	12%	46	38%
2019	26	0%	33	0%	48	10%
2020			24	0%	39	8%
2021					27	4%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted
2016	51	24	0	18	82%
2017	30	17	1	9	90%
2018	46	18	1	11	65%
2019	48	9	0	4	27%
2020	39	2	1	3	15%
2021	27	2	0	1	11%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.¹¹

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

⁹ Percent passing among students with valid score

¹⁰ Percent passing among students with valid score

¹¹ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the sixth year of their high school Accountability Cohort will exceed the PI¹² of comparable transfer high schools.¹³

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

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.¹⁴

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Fifty-eight percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment. Although AIM I did not meet this measure, AIM I continues to make progress with this measure, more specifically there was a one percentage point increase from last year.

The following key factors have contributed to our continued growth towards meeting this measure: utilizing the mastery model where students interacted with more types of text within small group instruction, sharing these results back with the Literacy Across the Disciplines (LAD) team to see the impact of their work around identifying data-driven strategies to support developing readers, the use of more rigorous texts by tier 1 readers, and assessment alignment with ANET.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	158	54	52%
2018-19	152	89	40%
2019-20	N/A	N/A	N/A
2020-21	172	35	57%
2021-22	125	84	58%

¹² AIM’s PI is calculated using the 6th year cohort, the PI for comparable transfer high schools is calculated using the 4th year cohort as this is the only public available data.

¹³ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

¹⁴ The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

ADDITIONAL EVIDENCE

The continued use of Performance Series year after year demonstrates that the majority of AIM I's student population reads well below grade level and primarily need support with fluency. This information has helped us to identify literacy strategies to use in the core to support all students, as well as through the Read 180 program. The LAD team has continued its work focusing on literacy across the disciplines to better understand literacy data, as well as identify strategies to support reading development.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.¹⁵

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Forty-four percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore falling short of meeting this measure by six percentage points.

The AIM I Blended Self-Paced mastery Learning Model lends itself to providing supporting students in the ELA classroom. Teachers are able to proactively build in supports for students with Lexile levels below 1000L and then are able to enrich students who struggled to show mastery on classroom assessments. AIM I also traditionally has provided Read 180 Universal as a literacy intervention to developing readers. This dual approach should ensure that students are not missed regardless of where they land and are given the academic scaffolding needed for them to be successful. However, this past year was tough on the ELA department as two of our newest teachers left abruptly at the beginning of the school year. One of the two teachers who left had been identified to lead AIM I's reading intervention, Read 180 and an ELA core class. This left gaps in staffing for ELA core classes and intervention. AIM I was able to fill one of the two ELA vacancies before the middle of the school year, but the second teacher was not added until after midyear. Getting new teachers (which represent 50% of the ELA department) up and running with Read 180, the AIM I Blended Self-Paced Mastery Learning, and ANet partnership while trying to resume in-person learning was challenging and directly impacted our ability to effectively reach our goal for Lexile growth in interventions.

¹⁵ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set high gain expectations for students who start off with a lower entering Lexile.

Percent of Students Programmed for Reading Intervention
Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	40	16	25%
2018-19	29	23	22%
2019-20	30	N/A	N/A
2020-21	27	6	50%
2021-22	18	16	44%

ADDITIONAL EVIDENCE

AIM I was able to begin the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students’ credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. As mentioned above, a staffing issue resulted in not being able to progress as we would have liked. Please note that the model AIM I used in the previous year, when we met the target, was the same model to be used this year. Furthermore, the work done by the LAD team helped to support our accomplishment of 44% of students programmed for an intervention meeting or exceeding their expected Lexile growth. We are confident that if we had not had the staffing issue this number would have surpassed the previous year sending us on an upward trend.

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a 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), or scoring at least 55 for safety net eligible students, 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 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2016’s ELA pass rate of 38% is lower than cohort 2015’s ELA pass rate of 54%, therefore not meeting this measure. As previously mentioned, due to COVID-19 and the cancellation of Regents, cohort 2016 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort¹⁶

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%
2016	2021-22	51	4	18	38%

ADDITIONAL CONTEXT AND EVIDENCE

In looking at this data it is evident that the COVID-19 pandemic impacted AIM I’s effectiveness. Prior to the pandemic, our school was increasing the rate at which students were successfully sitting and passing the ELA Common Core Regents Exam (71% - 86%). However, after this point there was a rapid decline. This decline is in part due to the fact that students had no or limited opportunities to sit for th exam.

One initiative implemented in the past year to help increase student success in ELA is the training of teachers to utilize ANet’s Quiz Tool to create Mastery Assessment in order to increase the rigor of assessments. This was the first phase in partnering with ANet - this upcoming year AIM I will be incorporating ANet’s Interim Assessments. In doing so, ELA teachers will be able to analyze data to better tailor instruction to skills and concepts that students need to strengthen in order to be successful on the ELA Regents exams.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2021-22, AIM I did not achieved any of the four measures, with data available, in the high school English language arts goal. Two measures were not applicable for school year 2021-22.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Not Achieved
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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system	N/A

¹⁶ Based on the highest score for each student on the English Regents exam

Comparative	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.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	Not Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

In the 2022-23 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. AIM I continues to revise and refine the Blended Self-Paced Mastery Model by incorporating best practices from the Modern Classroom Project and partnering with them to provide quality PD for the AIM I instructional team. Furthermore, AIM I will enhance its partnership with ANet to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students by incorporating ANet interim assessments.

Key Components of class instruction:

- Teachers teach in an ICT Model
- Courses are housed in Google Site/Google Classroom with Google slide lessons and teacher videos with guided notes
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 5 Performance Target which are aligned with priority NYS standards for the course
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple mastery checks (for understanding)
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formative and summative assessments are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is a built in process for refining understanding
- Teachers conference with students frequently

Teachers will receive support from the AIM I instructional leadership team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each ILT member will have one or two departments that they will be responsible for facilitating PD, supporting, and coaching. The two

department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

Beginning in school year 2022-23 AIM I is transitioning to the Renaissance Star Reading assessment due to Scantron's discontinuation of the Performance Series Reading assessment at the end of school year 2021-22. AIM I will continue to improve in ensuring all active students take the Star Reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Star Reading data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2022-23, we will focus the Read 180 course on students that have severe learning deficits, as well as look at overall attendance, credit needs, and data on their ability to decode, to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

GOAL 4: MATHEMATICS

Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions math curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

This year, AIM I implemented the ANET assessment system to build the appropriate assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade level standards. Math teachers received training on the ANET Quiz Tool, which provides rigorous assessment questions and tasks. AIM I math teachers also administered these assessments (formative & summative) to students, analyze the data and utilize the analysis to refine student understanding to ensure student mastery of key standards.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition. These mock Regents were key this school year as students returned to the physical school setting after two years of not taking Regents exams; students and teachers both needed to see where there was the greatest opportunity for growth regarding students being prepared for success with Regents exams.

Finally, during school year 2021-22, AIM I worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project Free Online Course in order to further enhance the model with researched best practices regarding Mastery & Self-Paced Learning. Once teachers completed the PD, the consultant was able to refine teacher understanding of key components, specifically regarding Mastery Based Grading: Defined Mastery Checks & Assessments; Student Mastery Progress; Revision, Reassessment, Reflection & Mastery Cycle; Differentiated Mastery Checks & Assessments: and Student Self-Reflection.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) 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 mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth 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 2016 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

Thirty-nine percent of students in AIM I's 2016 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. It should be noted that a total of 26 students, 2 with no valid score and 24 who had previously sat for the exam, earned Regents exemptions. Therefore, 88% of students in cohort 2016 met the math Regents requirement for graduation.

Although AIM I was not able to meet this goal, we were able to take advantage of the Regents exemptions that were given during the cancellation of the January Regents exams and previous administrations. During this time, we utilized our accountability model to focus our attention and target students that needed to sit for the math exam. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course the students needed to complete successfully in order to be able to become eligible for the Regents exemption.

Unfortunately due to returning from a year and a half of being remote during the COVID pandemic, there were challenges with students resuming an in-person model including taking Regents exams. To offset the potential difficulties that we foresaw for students we administered a mock Regents prior to the June Regents administration to help students and staff prepare. Teachers were able to use the data to determine areas of strength and areas for growth for students so that teachers could adjust instruction to be responsive to their needs. Additionally, we continued to work towards enhancing our blended self-paced mastery-based instructional program, which we had initiated while remote the previous year. This was our first year conducting Blended Self-Pace Mastery Learning in a brick-and-mortar setting.

Another initiative implemented this past year was incorporating ANet in order to increase the rigor of assessments in math. This year the math team was trained to utilize ANet’s Quiztool, which they used to create the Mastery Assessments for each Performance Target. This was an introduction to ANet and as such is in its early phases of implementation and has also displayed that there is a greater need for a better understanding of the priority standards for the math curriculum.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort¹⁷

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%
2016	2021-22	51	2	19	39%

ADDITIONAL EVIDENCE

As indicated in the table below, 36% of students in the 2017 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 21 students earned Regents exemptions. Therefore, 100% of students in cohort 2017 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 83% of students in cohort 2018 have passed or earned Regents exemptions for the math Regents requirement for graduation.

Based on the AIM I Mastery Model, the math department focused specifically on students within this cohort, to support them towards mastery in the math course, and on the math Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the math teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next math unit.

This year, AIM I further refined and revised the Mastery Model to include elements of the Modern Classroom Project. Each passing year, there have been improvements. Most recently, teachers have begun including student trackers for students to be able to self-monitor their own progress and including more rigor in assessments with the use of ANet.

¹⁷ Based on the highest score for each student on a mathematics Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁸	Number in Cohort	Percent Passing ¹⁹
2016	60	40%	62	38%	51	39%
2017	40	24%	54	26%	30	36%
2018	33	19%	45	18%	46	40%
2019	26	13%	33	8%	48	18%
2020			24	0%	39	6%
2021					27	4%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted
2016	51	26	0	19	88%
2017	30	21	0	9	100%
2018	46	22	0	16	83%
2019	48	26	0	5	65%
2020	39	13	1	2	41%
2021	27	3	1	1	19%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their sixth in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.²⁰

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

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the sixth of their high school Accountability Cohort will exceed the PI²¹ of comparable transfer high schools.²²

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

¹⁸ Percent passing among students with valid score

¹⁹ Percent passing among students with valid score

²⁰ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

²¹ AIM’s PI is calculated using the 6th year cohort, the PI for comparable alternative charter schools is calculated using the 4th year cohort as this is the only public data available.

²²The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using StarMath.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using Star Math.

RESULTS AND EVALUATION

Sixty-eight percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the Star Math assessment, therefore meeting and exceeding this measure by eight percentage points.

Math interventions were embedded in the classroom this school year, via our Blended, Self-paced, Mastery Learning model. Therefore, all students programmed for a math class were provided universal intervention via our Mastery Model. In this model, students are grouped based on their Star Math grade level equivalency and provided the appropriate support in small group instruction. Students received ongoing formative assessment via Mastery Checks and Mastery Assessments. Furthermore, the data from these assessments are used to further support students in refining their understanding of the concepts that they did not master. Additionally, through the AIM I partnership with ANet, the Mastery Assessments were created via ANet’s Quiz Tool, resulting in more rigorous assessments, which further pushed students skill levels within math classes.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	152	76	51%
2019-20	N/A	N/A	N/A
2020-21	172	37	52%
2021-22	125	75	68%

ADDITIONAL EVIDENCE

The continued use of Star Math year after year demonstrates that the majority of AIM I’s student population needs support with basic numeracy skills. This information has helped us to identify numeracy strategies to use in our core math courses to support all students via the Blended Self-Paced Mastery Model. We implemented more rigorous assessments within the math department via our partnership with ANet and will continue this work on numeracy alignment in the core through the implementation of ANet’s Interim Assessments this upcoming school year. We will also further the math department’s use of Freckle Math to continue to provide personalized learning opportunities for students, aligned to math standards.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

RESULTS AND EVALUATION

Sixty percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure and exceeding it by 10 percentage points.

The AIM I Blended Self-Paced Mastery Learning Model, lends itself to providing support to all students in math class. Teachers are able to proactively build in supports for students who scored below grade level on the Star Math assessment and then are able to enrich students who struggled to show mastery on classroom assessments. This dual level approach ensures that students are not missed regardless of where they land and are given the academic scaffolding that is needed for them to be successful.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	111	70	30%
2019-20	N/A	N/A	N/A
2020-21	172	37	52%
2021-22	97	62	60%

ADDITIONAL EVIDENCE

AIM I continues to work on numeracy support for all students in developing foundational algebraic skills that were needed to build students' mathematical understanding. Math educators map performance targets based on the key core content that students need to master to become successful in the Regents culminating course. AIM I partnered with ANet to ensure that math teachers were utilizing the appropriate grade level standards. Teachers also built in the foundational skills within modules (smaller bite sized lessons that are part of a performance target).

AIM I's further refinement of the AIM I Blended Self-Paced Learning Model will also support progress in the upcoming year to improve in this area. AIM I has partnered with the Modern Classroom Project to ensure that instructional best practices are incorporated to ensure student success.

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered the Regents mathematics exam(s) 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 mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2016’s math passage rate of 39% is the same as cohort 2015’s math passage rate of 39%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2016 had fewer opportunities to sit and pass a math Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort²³

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%
2016	2021-22	51	2	19	39%

ADDITIONAL CONTEXT AND EVIDENCE

In looking at this data it is clear that the COVID-19 pandemic clearly impacted AIM I’s effectiveness. Prior to the pandemic, our school was increasing the rate at which students were successfully sitting and passing the Algebra I Regents exam (77% - 79%). However, after this point there is a rapid decline. This decline is in part due to the fact that students had no or limited opportunities to sit for the exam.

One initiative implemented in the past year to help increase student success in math is the training of teachers to utilize ANet’s Quiz Tool to create Mastery Assessment in order to increase the rigor of assessments. This was the first phase in partnering with ANet - this upcoming year AIM I will be

²³ Based on the highest score for each student on a mathematics Regents exam

incorporating ANet’s Interim Assessments. In doing so, math teachers will be able to analyze data to better tailor instruction to skills and concepts that students need to strengthen in order to be successful on a math Regents exams.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2021-22, AIM I achieved two of the four measures with data available in the high school mathematics goal. Two measures were not applicable for school year 2021-22.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	Not Achieved
Absolute	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.	N/A
Comparative	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.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Achieved
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

During the 2022-23 school year, AIM I will continue to focus on its mathematics education program to ensure students achieve and exceed all measures in the mathematics goal. Our instructional priority will continue to center on the use of assessment data to drive instruction. AIM I continues to revise and refine the Blended Self-Paced Mastery Model by incorporating best practices from the Modern Classroom Project and partnering with them to provide quality PD for the AIM I instructional team. Furthermore, AIM I will enhance its partnership with ANet to build instructional leader and teacher capacity to use regular formative assessments to monitor student progress and design instruction to meet the needs of students by incorporating ANet interim assessments.

Key Components of class instruction:

- Math teachers teach in an ICT model
- Courses are housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes.

- Math teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Math teachers teach 5 Performance Targets which are aligned with priority NYS Standards for the course
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via mastery check (for understanding)
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for Refining Understanding
- Math teachers conference with students frequently

Math teachers will receive support from the AIM I ILT, consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that they will be responsible for facilitating PD, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the STAR Math diagnostic assessment during the first trimester to provide teachers, administrators, and students with a math grade proficiency level. AIM I will utilize accountability coaches, previously discussed, to meet on zoom with their accountability caseload of students to complete the Star Math assessments. This will be conducted the first week of instruction with the entire school focused in the afternoon towards ensuring that all students have been assessed. The math grade proficiency levels obtained from Star Math will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine the student's primary math support needs.

GOAL 5: SCIENCE

Goal 5: SCIENCE

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions Science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Upon returning this year to in-person instruction, the science department undertook the task of ensuring that students were prepared to master key living environment and earth science standards. Science teachers met to discuss the standards and design their curriculum around the key standards. Formative and summative assessments administered to students were aligned to these standards with the added resource of professional development and instructional coaching geared towards analyzing data to inform instruction. AIM I staff also attended ongoing instructional PD hosted by New Visions throughout the year.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition. These mock Regents were key this school year as students returned to the physical school setting after two years of not taking Regents exams; students and teachers both needed to see where there was the greatest opportunity for growth regarding students being prepared for success with Regents exams.

Finally, during the school year 2021-22, AIM I worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project Free Online Course in order to further enhance the model with researched best practices regarding Mastery & Self-Paced Learning. Once teachers completed the PD, the consultant was able to refine teacher understanding of key components, specifically regarding Mastery Based Grading: Defined Mastery Checks & Assessments; Student Mastery Progress; Revision, Reassessment, Reflection & Mastery Cycle; Differentiated Mastery Checks & Assessments: and Student Self-Reflection.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents science exam(s) 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 science exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth 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 2016 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

Thirty percent of students in AIM I's 2016 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 35 students, 4 with no valid score and 31 who had previously sat for the exam, earned Regents exemptions. Therefore 96% of students in cohort 2016 met the science Regents requirement for graduation.

Although AIM I was not able to meet this goal, we were able to take advantage of the Regents exemptions that were given during the cancellation of the January Regents exams and previous administrations. During this time, we utilized our accountability model to focus our attention and target students that needed to sit for a science Regents exam. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course the students needed to complete successfully in order to be able to become eligible for the Regents exemption.

Unfortunately due to returning from a year and a half of being remote during the COVID pandemic, there were challenges with students resuming an in-person model including taking Regents exams. To offset the potential difficulties that we foresaw for students we administered a mock Regents prior to the June Regents administration to help students and staff prepare. Teachers were able to use the data to determine areas of strength and areas for growth for students so that teachers could adjust instruction to be responsive to their needs. Additionally, we continued to work towards enhancing our blended self-paced mastery-based instructional program, which we had initiated while remote the previous year. This was our first year conducting Blended Self-Pace Mastery Learning in a brick-and-mortar setting.

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Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort²⁴

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	9	53%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	29	69%
2015	2020-21	50	6	20	45%
2016	2021-22	51	4	14	30%

ADDITIONAL EVIDENCE

As indicated in the table below, 35% of students in the 2017 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 18 students earned Regents exemptions. Therefore, 90% of students in cohort 2017 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 83% of students in cohort 2018 have passed or earned Regents exemptions for the science Regents requirement for graduation.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁵	Number in Cohort	Percent Passing ²⁶
2016	60	31%	62	33%	51	30%
2017	40	21%	54	20%	30	35%
2018	33	10%	45	8%	46	25%
2019	26	0%	33	0%	48	5%
2020			24	0%	39	3%
2021					27	4%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted
2016	51	35	0	14	96%
2017	30	18	0	9	90%
2018	46	30	0	8	83%
2019	48	31	0	1	67%
2020	39	16	1	1	46%
2021	27	1	0	1	7%

²⁴ Based on the highest score for each student on any science Regents exam

²⁵ Percent passing among students with valid score

²⁶ Percent passing among students with valid score

Goal 5: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.²⁷

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

ADDITIONAL CONTEXT AND EVIDENCE

In looking at this data it is clear that the cancellation of Regents exams due to the COVID-19 pandemic has been beneficial for students - many of our older students have been able to obtain Regents exemptions based on their ability or having previously passed the corresponding courses. Now that Regents exams are back, science is an area of focus for AIM I. The science team is working to identify priority standards and align these to the five Performance Targets that they will teach students. Although our partnership with ANet does not support science, AIM I's ILT will be utilizing the same processes that ANet uses for ELA and math with the support of New Visions Curriculum & Instruction Team.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2021-22, AIM I did not achieve the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2021-22.

ACTION PLAN

In the 2022-23 school year, AIM I will continue to focus on achieving and exceeding all measures in the Science goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. AIM I continues to revise and refine the Blended Self-Paced Mastery Model by incorporating best practices from the Modern Classroom Project and partnering with them to provide quality PD. Although, AIM I will not be able to utilize the partnership with ANet, we will be incorporating Renaissance's product Freckle to utilize their assessments in the same way the ANet Interim Assessments will be used for math and ELA. AIM I ILT and NV Curriculum & Instruction will partner to further build the science team's skill in analyzing data to better tailor instruction to skills and concepts that students need to strengthen in order to be successful on the science Regents.

Key Components of class instruction:

- Teachers Teach in an ICT Model
- Courses are housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 5 Performance Target aligned to priority NYS standards for the course
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol

²⁷The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently

Teachers will receive support from the AIM I ILT, consisting of the principal, assistant principal, and assistant director of special education. Each ILT member will have one or two departments that they will be responsible for facilitating PD, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Renaissance Star Reading reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions Social Studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provides students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Upon returning this year to in-person instruction, the social studies department undertook the task of ensuring that students were being prepared to master key social studies standards. Teachers met to discuss the standards and design their curriculum around the key standards. Formative and summative assessments administered were aligned to these standards with the added resource of professional development and instructional coaching geared towards analyzing data to inform instruction. AIM I staff also attended ongoing instructional PD hosted by New Visions throughout the year.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Finally, during the school year 2021-22, AIM I worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project Free Online Course in order to further enhance the model with researched best practices regarding Mastery & Self-Paced Learning. Once teachers completed the PD, the consultant was able to refine teacher understanding of key components, specifically regarding Mastery Based

Grading: Defined Mastery Checks & Assessments; Student Mastery Progress; Revision, Reassessment, Reflection & Mastery Cycle; Differentiated Mastery Checks & Assessments: and Student Self-Reflection.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents social studies exam(s) 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 social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth 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 2016 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

Nine percent of students in AIM I's 2016 cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. It should be noted that a total of 29 students, eight with no valid score and 21 who had previously sat for the exam, earned Regents exemptions. Therefore 84% of students in cohort 2016 met the social studies Regents requirement for graduation.

Although AIM I was not able to meet this goal, we were able to take advantage of the Regents exemptions that were given during the cancellation of the January Regents exams and previous administrations. During this time, we utilized our accountability model to focus our attention and target students that needed to sit for a social studies exam. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course the students needed to complete successfully in order to be able to become eligible for the Regents exemption.

Unfortunately due to returning from a year and a half of being remote during the COVID pandemic, there were challenges with students resuming an in-person model including taking Regents exams. To offset the potential difficulties that we foresaw for students we administered a mock Regents prior to the June Regents administration to help students and staff prepare. Teachers were able to use the data to determine areas of strength and areas for growth for students so that teachers could adjust instruction to be responsive to their needs. Additionally, we continued to work towards enhancing our blended self-paced mastery-based instructional program, which we had initiated while remote the

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previous year. This was our first year conducting Blended Self-Pace Mastery Learning in a brick-and-mortar setting.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort²⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	19	66%
2014	2019-20	43	1	24	57%
2015	2020-21	50	5	14	31%
2016	2021-22	51	8	4	9%

ADDITIONAL EVIDENCE

As indicated in the table below, 40% of students in the 2017 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 20 students earned Regents exemptions. Therefore, 93% of students in cohort 2017 have met the social studies Regents requirement for graduation prior to the start of their sixth year.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁹	Number in Cohort	Percent Passing ³⁰
2016	60	23%	62	25%	51	33%
2017	40	15%	54	16%	30	40%
2018	33	0%	45	2%	46	4%
2019	26	0%	33	0%	48	6%
2020			24	0%	39	3%
2021					27	0%

²⁸ Based on the highest score for each student on a social studies Regents exam

²⁹ Percent passing among students with valid score

³⁰ Percent passing among students with valid score

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted
2016	51	29	0	14	84%
2017	30	20	0	8	93%
2018	46	25	0	1	57%
2019	48	14	0	2	33%
2020	39	4	0	1	13%
2021	27	3	0	0	11%

Goal 6: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.³¹

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

ADDITIONAL CONTEXT AND EVIDENCE

In looking at this data it is clear that the cancellation of Regents exams due to the COVID-19 pandemic has been beneficial for students - many of our older students have been able to obtain Regents exemptions based on their ability or having previously passed the corresponding courses. Now that Regents exams are back, social studies is an area where AIM I needs targeted work in ensuring that the social studies team works to identify priority standards and align these to the five Performance Targets that they will teach students. Although our partnership with ANet does not support social studies, AIM I’s ILT will be utilizing the same processes that ANet uses for ELA and math with the support of New Visions Curriculum & Instruction Team.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2021-22, AIM I did not achieve the one measure, with data available, in the high school social studies goal. One measure was not applicable for school year 2021-22.

ACTION PLAN

In the 2022-23 school year, AIM I will continue to focus on achieving and exceeding all measures in the social studies goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. AIM I continues to revise and refine the Blended Self-Paced Mastery Model by incorporating best practices from the Modern Classroom Project and partnering with them to provide quality PD. Although, AIM I will not be able to utilize the partnership with ANet, we will be incorporating Renaissance’s product Freckle to utilize their assessments in the same way the ANet Interim Assessments will be used for math and ELA. AIM I ILT and NV Curriculum & Instruction will partner to further build the social studies team’s skills in analyzing data to better tailor instruction to skills and concepts that students need to strengthen in order to be successful on the social studies Regents.

³¹The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Key Components of class instruction:

- Teachers Teach in an ICT Model
- Courses are housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 5 Performance Target aligned to priority NYS standards for the course
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently

Teachers will receive support from the AIM I ILT, consisting of the principal, assistant principal, and assistant director of special education. Each ILT member will have one or two departments that they will be responsible for facilitating PD, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Renaissance Star Reading reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

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

AIM I’s ESSA accountability status for 2020-21 was in Good Standing, therefore meeting this measure.

ADDITIONAL EVIDENCE

AIM I completed its first year of its current accountability period and is in good standing and was in good standing every year in the previous accountability period.

Accountability Status by Year

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