



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Elisa Murphy

26 Broadway, 12th floor
New York, NY 10004

646-793-6320

Randall Iserman, Executive Director, and Elisa Murphy, Head of School, prepared this 2021-22 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Laura Blankfein	Chair	Executive, Membership Recruitment
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Adam Falkner	Trustee	Executive, Program Oversight, Membership Recruitment
Mark Hall	Trustee	Program Oversight

Randall Iserman has served as the Executive Director since January 1, 2022.

Elisa Murphy was Head of School and Director of Teaching and Learning between July 1, 2019 and January 2022. In January 2022, Elisa Murphy transitioned to Director of Teaching and Learning.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving Grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts- based middle school program, open to all learners without portfolio or audition requirements. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2021-22, CSA’s BEDS day enrollment was 246 students. The demographic breakdown of this enrollment was:

- 68% economically disadvantaged;
- 26% students with disabilities (SWD);
- 3% English language learners (including former English language learners); and
- 9% homeless or in foster care

CSA’s five key design elements are grouped into three themes:

Create

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*

Learn

3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*

Thrive

5. *Focus on the Whole Child*

Our Create, Learn, and Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child,

but also applies to our Professional Learning Community and the support we provide our teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

Advanced Planning for Periods of Remote Learning

Recognizing that the COVID-19 pandemic still has not completely abated, and with the cold weather rates of infection of COVID-19 may rise citywide, and/or that cases of COVID-19 may occur within our community, we are still preparing in advance for quick, seamless transitions to short periods of remote learning if quarantines are needed for cohorts, grades, or the whole school. To facilitate these transitions, we have the following strategies in place:

- A 1:1 technology program ensures that all students will have access to materials and a remote program as necessary; and
- Allocation of time for teacher, parent, and student training on what is expected if students must stay at home for a short period of time if ill or quarantining, or if in the unlikely event we need to transition to remote/hybrid learning again.

School-wide Accomplishments in the 2021-22 School Year

Create

Arts Programming

In the 2021-22 school year we were proud to welcome back students and families for an in-person piano recital. We continued with our Shakespeare play (Macbeth) and musical (snippets of Hadestown), which were both presented digitally in the 2021-22 school year. In addition, we had virtual showcases in all ensembles.

Digital Portfolios

The 2021-22 school year marked the third year of our three-year rollout of digital portfolios at CSA. Digital portfolios are three-year compilations of work that teachers and students can use to assess the multiple types of learning that take place at CSA and evaluate student growth over time. All students have digital portfolios that house artifacts and reflective statements from every trimester in every academic class, core-art class, and ensemble class. The digital portfolios are hosted online using Google Sites.

Piano and Visual Art Juries

We resumed the end-of-year piano jury for all sixth grade students, which had been suspended during the pandemic. We also started a visual art jury for all seventh graders, aligned to high school portfolio standards. This early evaluation of work familiarized students with the rigor and expectations for arts high school applications.

Learn

Developing Co-Teaching Skills

In the 2021-22 school year, we focused on developing teachers' co-planning skills as a strategy to support student academic outcomes. Work in this area included:

- We created a co-planning chart to help teachers plan based on student outcomes.
- We ensured that teachers were planning lessons in advance more consistently, with plans including differentiation, as well as a plan for which model of co-teaching would be used in each lesson.
- Department Heads supported co-teaching pairs throughout the year through our observation and coaching cycle.
- We worked closely with the Collaborative for Inclusive Education throughout the 2021-22 school year. The Collaborative provided schoolwide literacy professional development and also worked closely with CSA to create a co-teaching improvement plan.

Substantial Improvements in both Growth and Achievement Metrics When Compared to Pre-Pandemic and Pandemic Data

In 2020-21, the NWEA median growth percentile for all 6th through 8th grade students was 42% in ELA and 44% in math, falling short of the target of 50%. In 2021-22, the NWEA median growth percentile for both ELA and math was 65%, surpassing the target and increasing significantly from the previous year. On the NYS ELA exam, proficiency increased from pre-pandemic levels by more than twenty percentage points. In 2018-19, 39% of all students were proficient; in 2021-22, 62% of all students were proficient on the NYS ELA exam.

Refining Horizontal Math Alignment with enVision

In the 2021-22 school year, we focused on horizontal alignment in math. This began with intensive training in the enVision math program, which we adopted in the 2021-22 school year. Throughout the 2021-22 school year, we continued to provide training to ensure horizontal alignment. We chose to adopt enVision in place of teacher-created materials because it provides better vertical alignment than our previous program. The enVision program is problem-based, closely aligned to the New York State Learning Standards in math, and includes many visual models and opportunities for independent practice, making it an excellent fit for our approach to math.

Thrive

Social-Emotional Health and Developing Restorative Practices

CSA is committed to addressing the social-emotional health of our students in our “Thrive” program. Cognizant of the unique developmental needs of our middle school population, we use a variety of resources to inform our approach to social-emotional learning. Our diverse population includes students who may experience trauma associated with poverty, as well as other challenges that can impact wellbeing and academic achievement. We work to understand our students’ backgrounds and provide support tailored to their needs. Informed by research-based resources such as Responsive Classroom, CSA provides structures like daily morning advisory meetings to frame how we teach students socioemotional and academic competencies. The Panorama Social Emotional Learning Assessment is given three times a year to gather data on students’ mindset in domains such as Teacher-Student Relationship, Valuing of School, and Self-Management.

Data from the Panorama student surveys administered in the 2021-22 school year showed a decrease in all domains. In response to this data, we reorganized the Thrive team, adding an Assistant Dean and Community and Culture Associate to the team and revising job descriptions and titles to reflect the vision of the team. We also provided our Thrive team with training in restorative practices as a strategy to support students’ social-emotional health, encourage positive behavior, and reduce suspensions. All staff were trained prior to the beginning of the 2020-21 school year in Responsive Classroom practices. Teachers used the approach in our new daily advisories and all academic and artistic classes.

High School Placement

We place importance on our students’ future education after they graduate from CSA. To that end we assist families with the high school placement process and track our students’ acceptances and choices in high school. In 2021-22, 81% of graduates were accepted into one of their first five choices for high school. The NYC DOE modified its high school admissions process in 2021-22 due to inconsistent attendance and test data caused by the pandemic. This had a negligible effect on

CSA high school applications due to the emphasis on arts programs, and SHSAT-based schools. In 2021-22, four students were accepted at a specialized high school (three at Brooklyn Technical and one at Stuyvesant). This was an increase from the prior year (2020-21), when one student was accepted at a specialized high school (Brooklyn Technical). In addition, the number of CSA students receiving acceptance to a screened high school increased from 15 in 2020-21 to 16 in 2021-22. Further, the number of students accepted to an arts high school increased from 33 in 2020-21 to 44 in 2021-22, including 9 students who were accepted into the Fiorello H. LaGuardia High School of Music & Art and Performing Arts, which requires a portfolio, audition, and excellent academic records. Finally, 8 students received offers from independent and faith-based schools, 6 with scholarships.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2017-18	64	100		164
2018-19	84	91	96	271
2019-20	97	102	81	281
2020-21	66	98	99	263
2021-22	72	72	102	246

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the Wit and Wisdom curricula, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

The table below summarizes CSA’s curricular resources for Humanities. Lessons, materials, and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

Humanities Curricular Resources			
2019-20	Remote Learning (beginning 2019-20)	2020-21	2021-22
Grade 6 & 7: Wit and Wisdom Grade 8: Expeditionary New York/Teacher Created based in UDL; NewsELA, CommonLit Guided Reading	Wit and Wisdom Pearson NewsELA CommonLit Teacher Created; Guided Reading	Wit and Wisdom NewsELA CommonLit Scholastic Next Steps (Small group, Reading intervention)	Wit and Wisdom NewsELA

CSA assessed and evaluated student achievement in ELA during the 2021-22 school year by using the following:

- Exit Tickets
- School-created ELA Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Module Writing Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6 through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	63				5	68
7	49				23	72
8	77				25	102
All	189	0	0	0	53	242

RESULTS AND EVALUATION

The school did not meet the measure by 16 percentage points. CSA approached the target of 75% proficiency, with 59% of students in at least their second year scoring proficient on the 2021-22 State ELA Exam. Notably, 71% of students in sixth grade were proficient.

Our effective practices in ELA in 2021-22 included:

1. Implementing the Wit & Wisdom curriculum with fidelity; and
2. A focus on frequent assessment of writing, especially in 6th grade.

Our ELA challenges in 2021-22 were:

1. Our 6th grade had never taken a state exam; and
2. SWD had lower proficiency than their peers. As stated in the introduction, we are targeting improved co-teaching as a strategy to support SWD.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	71%	63		
7	57%	49	56%	39
8	57%	77	60%	70
All	62%	189	59%	109

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

Goal 1: Absolute Measure

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

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

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	56%	39		
8	60%	70		
All	59%	109		

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

ADDITIONAL EVIDENCE

Pending District Score Release

Goal 1: Comparative Measure

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

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

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

Goal 1: Growth Measure

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

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

INTERNAL EXAM RESULTS

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

RESULTS AND EVALUATION

CSA achieved two of the four metrics based on the end of year Reading NWEA MAP assessment in 2021-22 demonstrating growth. The school's median growth percentile of all 6th through 8th grade students was 65%, which exceeded the target of 50%. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did meet or exceed 55% in the spring administration at 71%. 50% of all students in at least their second year demonstrated proficiency on the spring NWEA MAP administration. The median growth percentile of 6th through 8th grade students with disabilities was not greater than that of the general education students at the school with the median growth percentile for SWD and general education students 54% and 68%, respectively. Looking back to 2020-21, the median growth percentiles and RIT score proficiency are all higher in 2021-22 with the exception of students with disabilities.

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NWEA MAP

2021-22 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met ?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	214	65%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	108	71%	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	68%	61	54%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	132	50%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	64.6%	65	NA	NA
7	43.1%	58	44.9%	49
8	51.6%	91	53.0%	83
All	53.3%	214	50.0%	132

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

Grades	Median Growth Percentile	Number Tested
6	70%	65
7	53%	58
8	70%	91
All	65%	214

ADDITIONAL CONTEXT AND EVIDENCE

It is challenging to determine if MAP results were predictive of our State scores because participation rates for MAP were different from participation on the State exam.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, 62 percent of all students tested achieved proficiency on the NYS ELA exam in 2021-22. Although we did achieve the absolute measure's target of 75%, our students performed well after a tumultuous and unpredictable time period of learning during the pandemic. We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

We are pleased that notable growth was demonstrated on the end of year NWEA MAP administration.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending District Results
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Action Plan for all Academics

- **Increasing Attendance:** Similar to schools around the nation, our attendance for 2021-22 decreased compared to pre-pandemic years. Some of this decline can be attributed to students and families either becoming ill or quarantining. Going forward, we have adopted a more robust monitoring and outreach program. In addition, we made significant changes to the attendance policy, so that when absences begin to accumulate, students are required to attend mandatory study hall after school so as to both incentivize consistent attendance, but also have a structure so that students will have the opportunity to complete missing work.
- **Summer School:** We will introduce a four-week mandated summer school for particular students (dependent on attendance and testing data).
- **Continuing the use of the Formative Software to Support Standards-Based Tracking:** In the 2020-21 school year we introduced the software program Formative to support teachers' tracking of student progress toward mastery of standards. This tool allows teachers to customize, distribute, and analyze collaborative common assessments and track performance by assignment or by standard. In 2021-22 we expanded the use of Formative in all departments. We will continue to use Formative, with professional development on how to tag standards more effectively to track progress and mastery.
- **Social-Emotional Support: Advisory:** In the past, our CSA-developed advisory curriculum did not provide robust vertically-aligned content that could be easily implemented by teachers. This year we have a consistent structure for our four days of advisory every week. Our advisory program will rotate through four different topics each week:
 - **Monday:** The Character Strong curriculum is implemented on Mondays. Character Strong offers a vertically aligned and engaging curriculum that culminates in a character activity with real life application.
 - **Tuesday:** A.R.T: Art Reflection Time. Students follow the scaffolded inquiry "I See, I Think, I Wonder" routine promoted by Harvard University's [Project Zero](#), in order to encourage students to make careful observations and thoughtful interpretations of the art that is shared.
 - **Thursday:** On Thursdays, students participate in community circles.
 - **Friday:** Fridays are used for alternating between current events and special topics.
- **Our Thrive team** has received training in Restorative practices. We are now utilizing community-building circles in our advisory program and conflict mediation and formal restorative and reentry conferences for serious incidents that have caused harm to our community.
- **We are focused on building a school spirit program** to boost CSA's positive learning environment by deepening students' investment in their school community and further developing students' relationships with peers and teachers.
 - We will have a four-week rotation of programming on Mondays. Three of these weeks consist of community-building activities:

- Grade Community Meeting / Rally
- Let's Make Art Together
- Advisory Competition
- Study Skills / Executive Functioning Class
 - Three Battles of the Classes, organized by the Fitness department, held in nearby Battery Park
- Advisory–Parent Outreach: In 2022-23, every advisor will have a weekly 45-minute period schedule dedicated to parent outreach. This tactic is intended to increase the parent-school connection in order to fully support students both at home and school.
- Semesters: We changed from trimesters to semesters with midterm progress reports that coincide with two annual parent-teacher conferences.
- RTI Model: We will continue implementing our RTI model, adopting clear indicators and interventions, and using a tracking system, facilitated by the Alma software.

Professional Development Topics for the 2022-23 School Year

CSA will continue to focus on effectively using data and incorporating differentiation and different co-teaching models to further student growth.

Using Data: The Learn leadership team's professional development process this summer was learning about the Data Wise Improvement Process so that we can more effectively work in grade teams to approach and analyze data collaboratively to guide strategic decisions. Each weekly grade-team meeting involves at least 30-minutes of using this process to deconstruct data objectively and create action plans to address what we have uncovered from the data.

Co-teaching: Continuing to work on how teachers can co-plan, co-assess, and use different models to spur student growth, particularly for those students with IEPs, who still lag behind their peers in both MAP and state assessments.

Restorative Practices: The Thrive team will train teachers throughout the year on the restorative approach, to not only use in advisories, but to incorporate in other spaces in order to both prevent problems and help address them when they occur.

Mentoring for New Teachers: Realizing that new teachers require more intensive coaching and modeling, the position of Director of Teacher Development has been created to develop their pacing, classroom management, strategic questioning, and monitoring of understanding.

ELA Action Plan

Going forward in 2022-23, our goal is to support growth in reading, particularly for our most struggling readers. We will use the following strategies to address ELA in 2022-23:

- More Minutes for ELA: Students in all grades have two daily 55-minute blocks of ELA.

- Grade Team Meetings: Led by the Director of Teaching and Learning or the Director of Teacher Development, grade team meetings happen once a week and are devoted to data analysis.
- Writing focus: We will be continuing professional development for all teachers on writing. Teachers will be expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program. In addition, our 6th grade Humanities team will be sharing their expertise to implement writing best practices in other grades.
- Wit and Wisdom: We will continue to implement the Wit and Wisdom curriculum, as it has resulted in strong outcomes.
- Summer Boost: In Summer 2022, we provided a grant-funded Summer Boost summer program, using the Lavinia Group curriculum, for rising 7th and 8th grade students at CSA. We will continue to host a summer school for those students who require intensive remediation.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

CSA now uses the enVision math curriculum (see table below) to deliver a balanced yet rigorous math program. All curriculum maps are aligned to the New York State Learning Standards, and provide clear road maps for teachers, students, and families. They include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

Our long-term goal is for all 8th grade students to be successful on the Algebra Regents Exam.

In 2021-22, we fully adopted the enVision curriculum, replacing our previous approach, which drew from multiple resources.

Math Curricular Resources			
2019-20	Remote Learning (beginning 2019-20)	2020-21	2021-22
Engage NY; Teacher Created; Grade 6 & 7: IXL	Engage NY; Teacher Created; IXL all grades; Khan Academy	Utilizing a CPA (Concrete, Pictorial, and Abstract) progression through curricula such as EngageNY, Singapore Math, Illustrative Mathematics, and OpenUp Resources IXL all grades; Khan Academy	enVision

METHOD

CSA assessed and evaluated student achievement in mathematics during the 2021-22 school year by using the following:

- Exit Tickets
- School-created Math Trimester Exams (using Formative, created by the school and based on state exam questions)
- End-of-Unit Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 6 through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	61				9	70
7	43				29	72
8	72				30	102
All	176	0	0	0	68	244

RESULTS AND EVALUATION

The school did not meet the measure by 30 percentage points. 45% of students in at least their second year were proficient on the 2021-22 State Math Exam in Grades 7 and 8. Notably, 100% (21 of 21) of all students taking the Algebra I Regents exam passed the exam. If we calculate the number of students in at least their second year who tested at proficiency on the NYS (7-8) math exam in addition to those who did so on the Algebra 1 Regents, 48% scored at levels 3, 4 or 65+. Further, 49% of 8th grade students in at least their second year demonstrated proficiency in math across all NYS assessments in spring 2022.

Our effective practices in 2021-22 in math were:

1. Teachers implemented the enVision math curriculum effectively and with fidelity.
2. We introduced a math contest to engage students in fun math activities.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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3. To prepare students for the Algebra I Regents exam, we held weekly summer sessions and we used an extra period on Mondays for test prep for the additional material for those students.

Our math challenges in 2021-22 were:

1. CSA students demonstrated more learning loss (as a result of COVID-19) in math than in ELA.
2. 6th grade students were substantially behind in math. For example, many 6th grade students had not mastered their multiplication tables.

To support 6th grade students in math in 2021-22, we continue to provide instruction aligned with grade-level standards and integrated review work into the lessons to target foundational skills.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	33%	61		
7	49%	43	53%	34
8	39%	72	42%	65
All	39%	176	45%	99

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra 1	40%	51
8	2021-22	Algebra 1	100%	21 ⁴

Goal 2: Absolute Measure

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

⁴ June 2022 Algebra 1 Regents info not appearing in L2RPT, but ATS records confirm all 21 students earned 65+
New York City Charter School of the Arts 2021-22 Accountability Plan Progress Report

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

Goal 2: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	53%	34		
8	42%	65		
All	45%	99		

ADDITIONAL EVIDENCE

Pending District Scores

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

Goal 2: Comparative Measure

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

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

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

Goal 2: Growth Measure

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

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

INTERNAL EXAM RESULTS

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

CSA achieved two of the four metrics based on the end of year Math NWEA MAP assessment in 2021-22 demonstrating growth. The school's median growth percentile of all 6th through 8th grade students was 64.5%, which exceeded the target of 50%. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did meet or exceed 55% in the spring administration, at 58%. 50% of all students in at least their second year demonstrated proficiency on the spring NWEA MAP administration. The median growth percentile of 6th through 8th grade students with disabilities fell just short of the general education students' at the school with the median growth percentile for SWD and general education students 64% and 65.5%, respectively. Looking back to 2020-21, the median growth percentiles and RIT score proficiency are all higher in 2021-22.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MAP

2021-22 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met ?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	214	64.5%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	160	58%	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	65.5%	64	64%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	134	38.1%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	38.1%	63	NA	NA
7	36.2%	58	38.8%	49
8	35.5%	93	37.6%	85
All	36.4%	214	38.1%	134

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

Grades	Median Growth Percentile	Number Tested
6	68%	63
7	47%	58
8	70%	93

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

All	64.5%	214
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SUMMARY OF THE MATHEMATICS GOAL

48% of CSA students in at least their second year at the school performed at proficiency levels in math on NYS assessments including the Algebra 1 Regents. Measures were met in growth on the NWEA MAP Math exam by overall students and the fall administration's low achievers.

We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

In 2022-23, we will continue to strengthen our math program through the following strategies:

- Math Minutes: for 22-23 we will have 5, 55-minute blocks of math each week.
- We are continuing to implement enVision Math.
- Expanding to one section of Algebra using the enVision curriculum: Our goal is for all students to take the Algebra Regents exam in 8th grade. As part of our multi-year build towards this goal, we have fully developed our math program and identified students who are now up to the challenge (using NWEA MAP data). In 2022-23, 25% of our 8th grade class will be taking our enVision Algebra course.
- Summer Boost: In Summer 2022, we provided a grant-funded Summer Boost summer

program, using the Lavinia Group curriculum, for rising 7th and 8th grade students at CSA. We will continue to host a summer school for those students who require intensive remediation.

- Continuing Afterschool Math Tutoring: the tutoring is provided by CSA math teachers through the afterschool program
- All of our math teachers from 2021-22 are returning in 2022-23
- We have a new Math Specialist for 2022-23. This position will be focused on the 6th grade. Based on the MAP exams, we will form small groups of students for 6-week intensive intervention cycles led by the Math Specialist.
- Grade Team Meetings: Led by the Director of Teaching and Learning or the Director of Teacher Development, grade team meetings happen once a week and are devoted to data analysis.
- Formative: Through the use of Formative, CSA can create a customized set of target standards. The New York State Next Generation Learning Standards can be at times abstract, broad and vague, and it is unclear what exactly a student does not know. Our math specialist has unpacked these standards and created lists of discrete tasks that students have to be able to accomplish to master each of the common core objectives, so that we can tag these tasks along with the standard when we use Formative to develop a clearer understanding of what students need to learn.
- Please see the “Action Plan for all Academics” in the ELA section for additional strategies.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes an NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades (using curriculum from OpenSci), with a focus on biology in the 8th grade (using New Visions curriculum). In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

Science Curricular Resources			
2019-20	Remote Learning (beginning 2019-20)	2020-21	2021-22
Grade 6 & 7: Teacher Created based on NGSS Standards Grade 8: Teacher Created based on NYS Regents All: Newsela	Grade 6 & 7: Amplify; NOAA data in the classroom; Teacher Created based on NGSS standards; IXL	Grade 6 & 7: Teacher Created based on NGSS Standards; Grade 8: Teacher Created based on NYS Regents; All: Newsela	Grade 6 & 7: OpenSci 8th grade: New Visions curriculum with more attention on vocabulary

Science Assessments:

- Exit Tickets
- For 8th grade, Friday practice sessions (every Friday, students practice using old exam questions)
- School-created Science Semester Exams, using Formative for data analysis (8th grade exam is based on Living Environment Regents questions)
- End-of-Unit Assessments

MIDDLE SCHOOL SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Students in 8th grade took only the Living Environment Regents exam in 2021-22. 53% of all students and 56% of students in at least their second year earned at least a 65 on the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	All Students		Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	53%	89	56%	80

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Living Environment	100%	1
8	2018-19	Living Environment	62%	90
8	2021-22	Living Environment	53%	89

The 2021-22 outcome is nine percentage points lower than the percent that passed in 2018-19, which was the last time eighth grade students took the assessment at CSA. We believe that this was due to learning loss as a result of COVID-19 as well as a mid-year staff transition in the position of our 8th grade science teacher in 2021-22.

Goal 3: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

Pending District Results

SUMMARY OF THE MIDDLE SCHOOL SCIENCE GOAL

All 8th grade students took the NYS Living Environment Regents in lieu of the NYS grade 8 science assessment. 56% of students in at least their second year at the school earned at least a 65 on the exam. District, NYC and NYS results have not been made publicly available at the time of this report.

ACTION PLAN

- As stated in the ELA and math action plans, we are introducing a weekly data meeting that will ask teachers to continually reassess science data.
- Friday short assessments: To fully prepare students for the Regents exam, the schedule is designed so that every Friday students take short assessments, based on previous Living Environment questions, so that students not only become extremely familiar and comfortable with this type of questioning, but the instructor can frequently gauge mastery and drive customization of future teaching plans.
- Our data meetings will be used to track performance on science standards, with particular focus on short assessments using actual Regents questions.
- We have introduced a new science curriculum: OpenSci for 6th and 7th grade and New Visions for 8th grade. OpenSci offers more substantial assessments and writing activities than our previous curriculum. We will use many of [OpenSci's](#) instructional materials in the 6th and 7th grades. These units are aligned to Next Generation Science Standards, following a storyline approach which drives students' curiosity as they explore phenomena that they experience in the classroom. OpenSci has many hands-on activities, driven by students' questioning, that build conceptual mastery based on their perspectives. The New Visions curriculum for the 8th grade also has an anchoring phenomenon for each of their units, and utilizes the 5E inquiry instructional model that expects students to explore and construct understanding of the concepts that they can then apply to everyday phenomena and engineering design challenges.
- We have hired a new, experienced 8th grade science teacher who has experience teaching the Living Environment. We anticipate that this will help support students' preparation for the Regents exam in science in 2022.

GOAL 4: ESSA

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

CSA continues to be in Good Standing.

Accountability Status by Year

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