

PAVE Academy Charter School

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

David Houlihan, Operations Consultant prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Daniel Greenblatt	Trustee	
Kim Lumpkin	Trustee	
Sophie Lippincott Ferrer	Trustee	
Allie Sweeney	Treasurer	Finance
Melanie Dukes	Vice Chair	Finance
Eldridge Gilbert	Chair	
Coleman Kennedy	Trustee	Finance
Spencer Robertson	Trustee	

Michelle Cook has served as the Elementary School Principal (K-4) since the 19-20 school year. Harold Turner has served as the Middle School Principal (5-8) since the 19-20 school year.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. The pre-kindergarten program ended after the 2016-17 school year due to facility constraints. It is currently a K-8 school authorized to serve 490 students.

Mission Statement: PAVE prepares Kindergarten to 8th Grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school’s core values of Perseverance, Achievement, Vibrance, and Excellent Character (PAVE).

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE was founded on the following beliefs:

- **Curriculum and Content:** We believe the strongest driver of student achievement is a rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional to guide and motivate our students.
- **Diagnostic Data:** We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. At PAVE, we know assessment matters. Standardized assessments are the most significant benchmark for ensuring our scholars gain entry to the high schools that will prepare them for college and beyond.
- **Unbending Expectations:** Our belief in our students is unwavering. We know that to meet our students’ potential, we must expect excellence. To maintain clear and consistent expectations for our scholars and ourselves, we standardize effective school practice through systematic application and routine.
- **Authentic Relationships:** Academic success alone is not enough. We believe expectations can be upheld with compassion and humility. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate life beyond the classroom.

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- **Our Core Values:** PAVE embodies a set of core values that inform all aspects of the school, including the academic program, school culture and climate, professional environment, and operations. PAVE stands for
 - **Perseverance:** We believe that reflection and refinement are key to continue growing and improving. We give and receive direct feedback and hold each other accountable. We are solutions minded, positive, and allow ourselves to be vulnerable as we persevere to get better.
 - **Achievement:** We set ambitious goals and work relentlessly to attain them. We understand the key to student academic growth is great teaching; we obsess over the art and science of teaching timeless content well. We use data to drive all our decisions and measure our success.
 - **Vibrance:** We share gratitude with our colleagues, students, and families. We recognize that complaining saps our collective strength and remain optimistic in the face of challenges. We focus on the joy of our practice and recognize the accomplishments of others. We believe that good humor and generosity of spirit are key to a positive culture.
 - **Excellent Character:** We always assume the best and take concerns to the source. We maintain emotional constancy and disciplined language in all situations. We treat all in our community with honesty, kindness, and respect. We sweat the small stuff in respect of our community, our space, and each other.

School Characteristics: PAVE is a neighborhood school that serves the community of Red Hook, which is located within Community School District (CSD) 15. During the 21-22 school year, as of BEDS Day, the school served 475 students in grades K-8. Of PAVE's enrolled students, 51.6% were Hispanic, 42.1% Black, 2.5% White, 0.8% Asian, and 0.6% American Indian or Alaska Native. 84.5% lived in poverty. A total of 30.7% had a disability and 11.3% were English Language Learners. PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than the CSD 15 average.

Social-Emotional Learning: PAVE's middle school had Advisory each day, which was a structure that allowed for social/emotional check-ins in a small-group setting, as well as some opportunities to socialize with peers. The middle school also had special guest speakers, a career week, and National Poetry Month and Black History Month celebrations, both in-person and via Zoom.

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In the elementary school, the socialization of children is one of our main goals and starts our day through Morning Meeting. Morning Meeting is a 25-minute time that begins our day. Morning Meeting sets the tone for respectful learning and establishes a climate of trust within the classroom community. The tone and climate of Morning Meeting extend beyond the meeting. Morning Meeting motivates children by addressing two human needs: The need to feel a sense of significance and belonging and the need to have fun. Morning Meeting merges social, emotional, and intellectual learning. Morning meeting includes social-emotional skills like active listening, responding appropriately, sharing news, reflective thinking, and being safe with our bodies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	57	58	60	55	52	58	55	48	46					489
2018-19	50	59	54	54	55	50	56	54	46					478
2019-20	58	60	61	57	60	58	57	53	53					517
2020-21	43	56	63	61	58	58	58	52	53					502
2021-22	44	46	58	52	59	58	56	53	49					475

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading, Guided and Independent Reading, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, we utilize a Text Analysis block to ensure students are grappling with rigorous and often unfamiliar texts and topics. In Middle School, ELA is comprised of Novel Study and Text Analysis. Skills based on The Writing Revolution are embedded in 2nd-6th grades. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and informational texts based in part on the recommendations found in the Common Core. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on RtI protocols.
- **EngageNY:** This state-created curriculum aligns with state standards and provides clear guidance for our teachers.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Wilson Reading System:** A highly structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **The Writing Revolution:** A writing program that teaches strategies to ensure students can produce clear, coherent, unified, and structured writing in all subjects.
- **Insight Humanities:** A literacy-based Social Studies curriculum that takes place 3 units per year (half the year) during our Reading and Writing blocks.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in the 3rd through 8th grades in the spring of 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	54	0	0	0	0	54
4	57	0	0	0	0	57
5	56	0	0	1	1	58
6	54	0	0	0	1	55
7	47	0	0	3	0	50
8	49	0	0	0	0	49

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All	317	0	0	4	2	323
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RESULTS AND EVALUATION

PAVE fell short of the 75% proficiency target by 40.6%. The 8th-grade class was the strongest performer at PAVE with 61.7% of students in at least their second year achieving proficiency.

At the beginning of the 21-22 school year, both 3rd and 4th grade started the year at 39% (Grade 3) and 52% (Grade 4) proficiency in their independent reading levels. Due to the learning loss, in the previous year, both third and fourth grade started significantly below what would be expected before COVID. Their low performance on NYSE is directly correlated to their underperformance in their reading level.

While both grades made significant growth in their reading (some growing almost one full year), these gains still did not meet our proficiency level for the 3rd and 4th grade. By the end of the year, we only have 41% proficient in third grade and 66% proficient in 4th grade.

To address these areas of growth this year, we have strategized ways to support our 3rd and 4th-grade cohort. First, our goal is to continue improving their independent reading levels through intensive Guided Reading Instruction. Second, we have adopted a more rigorous Humanities curriculum to ensure we are matching to level of cognitive thinking and development which meets the demands of the exam.

Across the middle school, we saw a slight decrease in performance across all grade levels. The team was stable across the school year with minimal interruptions in instruction. With one exception, all department members were returning teachers teaching the same grade levels. Our program focused heavily on novel study and skill development.

Performance on 2021-22 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25.9%	54	24%	50

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4	28.1%	57	29.1%	55
5	16.1%	56	17.4%	46
6	48.2%	54	47.8%	46
7	27.7%	47	28.3%	46
8	59.2%	49	61.7%	47
All	33.8%	317	34.4%	290

ADDITIONAL EVIDENCE

Between the 2015-16 school year and the 2018-19 school year, proficiency on the NY state ELA exam grew from 43.7% to 51.7% to 58.3% to 61.3%. That positive trajectory was interrupted by the significant learning loss associated with the COVID-19 pandemic. We are not satisfied with 33.8% proficiency this year but are encouraged by the growth that students have achieved. As evidenced below, students at PAVE exceeded targets with respect to academic growth on the nationally normed NWEA MAP exam. PAVE will continue to seek ways to help students achieve greater proficiency and academic success.

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**.

PAVE exceeded the median growth percentile target of 50 by 4. Performance in the 7th grade was particularly strong, with a median growth percentile of 79.5. The 8th-grade cohort showed the least growth at PAVE on this assessment.

Grades	Median Growth Percentile	Number Tested

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3	54	47
4	61	50
5	47	45
6	57	43
7	79.5	46
8	30	45
All	54	276

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

PAVE did not meet the 75% target.

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

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Data not yet available
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

PAVE will continue with the steps that have historically led to improved academic performance.

PAVE will administer two interim assessments that are state-test aligned. Leaders and teachers will then analyze the data and the student work to adjust the instruction in the classroom.

PAVE will also administer the Measures of Academic Progress (MAP) assessment each year to gauge student progress. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to better understand where its students are.

Additionally, PAVE's middle school will continue to use the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. The elementary school will utilize the Fountas and Pinnell Reading Assessment as in years past. PAVE will also continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE will continue using the ELA curriculum that has demonstrated improved academic performance. PAVE has adopted and adapted Lavinia Group's Insight Humanities program from K-8. PAVE is also continuing to implement the improved Text Analysis model.

PAVE has implemented guided reading in the elementary school to help scholars who have struggled in this area. The elementary school also uses Leveled Literacy Intervention to support

struggling readers, who are identified through an assessment of reading level. It helps us understand our readers and support them strategically.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in understanding and application of mathematical computation and problem-solving.

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. To develop that depth of understanding, PAVE uses an inquiry-based math curriculum rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings of math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

Teachers provide a 90-minute block daily that allows for 30 minutes of differentiation and remediation to address learning gaps due to COVID (among other factors) and the corresponding loss of instructional time. While students need to learn all facets and components of mathematics, standards specifically focusing on number sense were prioritized. More time was also allocated to pre-diagnosing and remediating. PAVE utilizes multiple platforms and tools to facilitate learning. PAVE's elementary school implemented Class Dojo to administer assignments. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

Elementary School Math:

Three interconnected blocks (the Math Content Block, Math Routines, and Problem Solving) work together to develop scholars' understandings of math concepts.

Daily Story Problems: Central to CGI is the use of story problems to engage students in critical thinking about mathematics.

enVision Mathematics 2020: Teachers use the enVision math curriculum to address grade-level content and standards. This program focuses on authentic math contexts, problem-solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.

Math Routines: Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

Middle School Math:

Content Block: Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are TERC Investigations 3 for 5th grade and Illustrative Math's Open Up program for 6th through 8th.

Workshop Block: The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources (ex: Khan, IXL, additional assigned Google Classwork, DESMOS).

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

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The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in the spring of 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested[4]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	53	0	0	0	1	54
4	57	0	0	0	0	57
5	54	0	0	0	4	58
6	54	0	0	0	1	55
7	47	0	0	1	2	50
8	49	0	0	0	0	49
All	314	0	0	1	8	322

RESULTS AND EVALUATION

PAVE fell short of the 75% proficiency target by 46.3%. The 8th-grade class was the strongest performer at PAVE with 61.7% of students in at least their second year achieving proficiency.

Returning from COVID-19 (remote learning) students' unfinished learning fell between 1-2 years behind. For example, according to our internal assessments, the average 3rd-grade

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student's proficiency level was equivalent to an average mid-1st-grade student. Although gains with differentiation and test mastery were implemented, most students closed some of their gap but were unable to fully close their unfinished learning gap.

Within this school year, we have a dedicated remediation block to address targeted unfinished learning as well as accelerate students at and beyond grade level. We will continue to improve the implementation of our new Math curriculum, Envisions, through professional development. We will continue to meet students' needs based on data.

Students in 6th grade experienced multiple teachers across the school year and with the absence of our Dean of STEM for the last third of the school year, teachers did not receive the same amount of coaching and support they would've to support their development. Additionally, our math team saw significant instability in staffing and while we did our best to ensure that students and substitute teachers received the necessary level of support, it proved to be incredibly challenging. Across our test prep season, internal assessment demonstrated growth in all grade levels.

Performance on 2021-22 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34.0%	53	32%	50
4	40.4%	57	40.7%	54
5	11.1%	54	11.4%	44
6	11.1%	54	13%	46
7	8.5%	47	8.9%	45
8	59.2%	49	61.7%	47

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All	27.4%	314	28.7%	286
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ADDITIONAL EVIDENCE

Between the 2015-16 school year and the 2018-19 school year, proficiency on the NY state ELA exam grew from 41.3% to 50.4% to 58.3% to 57.2%. That positive trajectory was interrupted by the significant learning loss associated with the COVID-19 pandemic. We are not satisfied with 27.4% proficiency this year but are encouraged by the growth that students have achieved. As evidenced below, students at PAVE exceeded targets with respect to academic growth on the nationally-normed NWEA MAP exam. PAVE will continue to seek ways to help students achieve greater proficiency and academic success.

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.

Students at PAVE exceeded the target percentile of 50 by 11. Performance in the 7th grade was particularly strong, with a median growth percentile of 85. 5th was the only grade cohort at PAVE this year that did not exceed the growth target.

Grades	Median Growth Percentile	Number Tested
3	63	35
4	68.5	50
5	35	46
6	68	43
7	85	45

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8	53	40
All	61	259

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

PAVE did not meet the 75% target.

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.	Data not yet available
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

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE will continue to administer the Measures of Academic Progress (MAP) assessment. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to better understand where its students are. PAVE will continue to use formative data (quizzes, unit tests, homework, and in the middle school, exit tickets) to guide instruction and identify students for remediation.

PAVE will continue using the mathematics curriculum that has demonstrated improved academic performance. PAVE uses a combination of enVision Math, and Context for Learning for K through grade 5, and Open Up in grades 6 through 8, which has received the highest score in EdReports. All math curricula align with Cognitively Guided Instruction, which is constructivist and conceptual in nature. CGI emphasizes student thinking and strategies as the focus of each lesson while pushing deeper understandings of mathematical skills and understandings.

PAVE continues to build its math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by two math teachers who target small groups with different needs. The workshop period content is fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation, while others work independently on rigorous module-based work or online math curricula, such as Math XL and Khan Academy.

PAVE continues to improve ongoing teacher development through weekly observations and coaching, as well as professional development on content and effective teaching habits. PAVE leaders meet with the math teams to give intensive and detailed Unit Previews before every unit of study. Teachers and interventionists create exemplary scholar work for every lesson to define expected strategies, conjectures, and misconceptions to focus on during discourse.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

K-2 students receive 4 blocks of science each week. 3-8 receive science instruction 5 days a week. Students experience diverse scientific thematic units to engage them in real-world contexts as they prepare for High School science and beyond.

ELEMENTARY AND MIDDLE SCIENCE

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Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 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

PAVE was short of the 75% proficiency target by 18.3%. During Covid, students received less science curriculum than normal and have gaps in their understanding of the natural world and scientific thinking in general. Because of this, PAVE has responded by increasing or ES science curriculum by 2 to 3 says per week. MS science has bolstered its teacher roster to allow a second teacher to given extra support and intervention in each class.

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	62.9%	54
8	48.8%	43
All	56.7%	97

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

PAVE did not meet the 75% proficiency goal.

ACTION PLAN

PAVE has responded by increasing the ES science curriculum from 2 to 3 times a week to 4 to 5 times a week. We now have two full-time dedicated ES science teacher specialists. MS science has bolstered its teacher roster to allow a second teacher to give extra support and intervention in each class.

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

The school met this measure. The school was in good standing this year.

ADDITIONAL EVIDENCE

The school has been in good standing each of the past four years.

Accountability Status by Year

Year	Status
2018-19	In good standing
2019-20	In good standing
2020-21	In good standing
2021-22	In good standing