



**Persistence Preparatory Academy
Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

By Joelle Formato

378 Urban Street, Buffalo, NY 14211

716-235-1520

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Joelle Formato, Head of School, 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)
Elisha Tomasello	Chair	All; Governance (chair)
Catherine Roberts	Vice Chair	Governance
Kevin Celniker	Treasurer	Finance (chair), Facilities
Darnell Haywood	Secretary	Development
Misha Russo		Development (chair)
Dan Greene		Development?
Ken Newsom		Finance
Amanda Winkelsas		Academic Accountability (chair)
Bobbie Finocchio		Academic Accountability
Aaron Bennett		Facilities
Rebecca Izzo		Governance
Derrick Parson		Academic Accountability

Joelle Formato has served as the Head of School since September 1, 2017.

SCHOOL OVERVIEW

*Through rigorous academics, high-quality instruction and leadership development, **Persistence Preparatory Academy Charter School** ensures that all K through 8 scholars are firmly on the path to succeed within a four-year college and create positive change within their communities.*

Persistence Preparatory Academy Charter School (Persistence Prep) completed its fourth year of operation in the 2021-2022 school year, serving 271 scholars in grades K-4. Persistence Prep was born out of the Building Excellent Schools Fellowship. Our Founder and Head of School, Joelle Formato, was a 2016-2017 BES Fellow, and had the opportunity to observe best practices from over 50 high-performing charter schools across the country. This school year saw the completed renovation of our new school building, with our school community relocating in October 2021. Our new building features increased classroom space, a library, a dance studio, a full gymnasium, a mindfulness room, and teacher PD training rooms, among other spaces. The new space allows us to further live out our mission of providing a high-quality education to all scholars.

Our mission, shown above, is grounded in our five core beliefs:

1. We believe that high-quality teaching is the key driver of academic achievement.

Persistence Prep fundamentally believes that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. We consider a strong teacher to be the number one factor in ensuring scholar achievement. To guarantee a strong teacher in every classroom, Persistence Prep focuses extensive time and resources into the recruitment, development, and retention of strong teachers. Each year, we have dedicated significant financial resources to professional development opportunities and continue to prioritize teacher observation, feedback and coaching as a main priority of our instructional leadership team. We believe in the power of retaining strong staff and still have 9 of 14 founding members on staff (64%) and have 32 of our 35 staff members (91%) from 2021-2022 returning for the year ahead.

2. We believe that college preparation begins in Kindergarten.

To ensure our scholars can reach ambitious goals and be firmly on the path to the four-year college of their choice, we believe that college preparation must begin on the first day of Kindergarten. This belief is embodied in our rigorous curriculum and extended day schedule. We know that our scholars can perform at extremely high levels when surrounded by teachers who believe in them, support them, and are experts in their craft.

3. We believe that a structured, supportive, and joyful school culture, with a focus on leadership development, is foundational.

Persistence Prep firmly believes that school culture is the foundation upon which all else rests. Scholars thrive in structure and can flourish within a consistent environment in which they know what to expect and what is expected of them. We use the Responsive Classroom philosophy to guide our interactions with scholars, from developing a classroom contract to learning self-regulation and advocacy to providing logical consequences and a chance to restore the community following a misbehavior. We work hard to attend to both the academic and social

emotional development of our scholars and take every opportunity to celebrate them as unique individuals.

4. We believe in proactive supports for all learners based upon the purposeful use of assessment and data analysis.

In order to best educate our scholars, it is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered. Our Instructional Coaches work closely with our teachers to ensure they are regularly collecting and analyzing data to inform their instruction. Our benchmark assessments are analyzed at schoolwide data days and teachers develop action plans to address gaps, enrich scholars and reflect on their own teaching practices. We have a strong literacy Rtl program and will be continuing to grow and expand our Math Rtl program in the coming school year.

5. We believe that family engagement is vital to scholar achievement.

Persistence Prep acknowledges and welcomes families as key partners in ensuring the academic and character growth of every scholar. Over our first four years, we have built very strong relationships with our families through monthly events, achievement family conferences, check-ins throughout COVID, coffee chats, parent volunteer nights, and regular communication. Now that we are beyond the height of COVID, we will officially launch our Parent Teacher Organization and begin to leverage families as volunteers throughout our building and at events. Our new building also features a parent room for meetings and collaboration.

In 2021-2022 we educated 271 scholars, who came to us from all across the City of Buffalo. The demographics of our student population were 90% African American, 3% Hispanic, 6% Multiracial, and 1% white. 94% of our scholars are economically disadvantaged and 11% of them receive Special Education services. We also filled open seats throughout the year across all grade levels.

In the face of the challenges of the COVID-19 pandemic, our team developed a reentry plan that prioritized scholar & staff safety, proactive containment, social-emotional well-being, access for all, and flexibility. We had extensive communication with our staff and families prior to the start of the school year, including a re-opening task force comprised of stakeholders from all major groups (leadership, teachers, board members, parents). We operated under a fully in-person model throughout the year, with groups of scholars or full classrooms being placed into quarantine, as needed. Over the course of the year, we had 5 classrooms that shifted to fully virtual learning for a period of time due to multiple positive cases within the classroom. During those periods of quarantine, all scholars were provided with Chromebooks and work, and teachers provided live instruction via Zoom.

In recognition of the unfinished learning that resulted from the COVID-19 pandemic, all staff received training on just-in time supports and learning acceleration during Summer 2021. Our rallying cry for the year was “Elevate and Accelerate,” with a focus on accelerating learning and maximizing all scholars’ access to high-quality, grade level instruction and assignments.

Beginning in Fall of 2021, all scholars began participating in a daily acceleration block. This time was common for all classes grades K-2 and all classes grades 3-4. During this time, ALL teachers and available staff members became an acceleration teacher and led groups focused on exactly what scholars needed (i.e., just-in-time support, enrichment, etc.). Scholars were able to move fluidly across classrooms/grade levels within their band based on their demonstrated needs. Based on DIBELS assessment data, many scholars also received the mClass intervention bursts previously mentioned during

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

this time. When not directly working with a teacher, scholars were engaged in purposeful independent work. This independent work included, but was not limited to: Lexia, Zearn, independent reading, partner reading, targeted skills practice (with feedback mechanism incorporated). With our goal of prioritizing access to grade level content and materials, this time is explicitly leveraged to provide “just-in-time” interventions that will allow scholars to access their core content and/or be enriched. This block will continue in the year ahead with an even greater emphasis on fluid movement across classrooms and grade levels to best meet scholar needs.

In the absence of reliable state test scores, and given that more than half of our scholars are in grades K-2, we have leveraged the DIBELS and NWEA MAP assessments more heavily since our return from COVID to assess the effectiveness of our instructional program. The addition of the use of DIBELS and its corresponding mClass Intervention instruction and progress monitoring allowed us to pinpoint specific scholar gaps and provided staff with targeted lesson plans to quickly close them. While we were able to see strong growth in our scholars, we recognize that the process of guiding scholars through the unfinished learning of COVID will be a multi-year process.

We also recognized that a return from COVID-19 would likely increase the social-emotional needs of our scholars. To most immediately address these needs, we purchased the Fly Five SEL curriculum through the Center for Responsive Schools. This curriculum, focused on the CARES competencies of cooperation, assertiveness, responsibility, empathy, and self-control, was taught by our school counselors across all classrooms K-4 and will continue to be used in future years.

Our community suffered significantly in May of 2022 due to the mass shooting and hate crime at Tops Market. Our school is located a few blocks from the store, and we had a number of staff and scholars who were directly impacted. In response to this event, we hosted reflections and affinity groups for staff members, conducted developmentally appropriate SEL screeners with scholars, and hosted safety forums for families. We recognize that it will take immense time to heal from this atrocious act of hate and continue to offer trauma-informed practices and supports to scholars and staff, and connect those in our community to resources throughout the larger Buffalo community.

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														
2018-19	55	47												102
2019-20	54	58	58											170
2020-21	54	56	58	57										225
2021-22	51	50	56	54	55									266

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

As previously mentioned, we operated the year fully in-person, with a small number of students and classes completing short quarantines, as needed. During all periods of quarantine, virtual instruction took place with synchronous instruction in ELA and small reading groups. All scholars also had access to Lexia throughout the year.

In alignment with the Science of Reading research, we continued our daily foundations block in all grade levels and our implementation of the Insight Humanities curriculum, developed by the Lavinia Group.

Our major shift in our ELA program this year was our administration of the DIBELS assessment and the purchase of its associated mClass intervention program. The DIBELS assessment was administered to all scholars three times throughout the year (September, December and June) through the mClass Amplify platform. This platform made data immediately available and digestible to staff and leaders, and allowed us to quickly create intervention groups based on demonstrated scholar areas of growth. The mClass intervention program created 10-day bursts of lesson plans that directly targeted these areas of need. Teachers (both classroom and interventionists) were able to implement these bursts and progress monitor scholars between rounds of assessment. Data from the DIBELS assessment is included below as an additional data point.

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 3 through 4 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51	0	0	2	2	55
4	54	0	0	0	0	54
5						
6						
7						
8						
All	105	0	0	2	2	109

RESULTS AND EVALUATION

As a school that only just completed its fourth year of operation, this was our first year that scholars sat the full state assessment in ELA. Given the tumultuous learning environment over the past two years, and the unfinished learning created by COVID-19, our scholars were far from meeting our ELA proficiency goals. The scholars in 3rd and 4th grade are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth. We see the greatest evidence of this in their NWEA MAP scores (provided below) and know that our shifts and changes are helping close the wide academic gaps that exist. We are far from pleased with our absolute results on the state assessment this year, but remain confident in the shifts we are making in our academic program. We also see promise in the our 3rd grade ELA scores with 45% of scholars testing at a level 2- just a few points shy of proficiency. We will continue to implement our ELA program with fidelity and expect to see a significant increase in scores in the year ahead.

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	12%	51	12%	50
4	4%	54	4%	50
5				
6				
7				
8				
All	8%	105	8%	100

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

RESULTS AND EVALUATION

Data from the district is not yet available, so we are unable to complete this comparison at this time.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	12%	50		
4	4%	50		
5				
6				
7				
8				
All	8%	100		

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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**

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	103	72.5	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	94	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	72.5	12	67	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%	106	20%	No

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2	11%	57	11%	53
3	19%	53	20%	51
4	21%	53	22%	49
5				
6				
7				
8				
All	17%	163	18%	153

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

Grades	Median Growth Percentile	Number Tested
K	54	50
1	57	50
2	41	54
3	82	52
4	63	51
5		
6		
7		
8		

DIBELS ASSESSMENT

As previously mentioned, the school also administered the DIBELS assessment for the first time in 2021-2022. Our implementation was guided by two goals. Goals and corresponding results are included below:

- By end of year, 50% of scholars at each grade level meet or exceed the benchmark target.

K	1	2	3	4	TOTAL
49%	40%	33%	29%	33%	36% (97)

- Of scholars who do not meet benchmark, at least 75% will make above average growth for their grade level.

K	1	2	3	4	TOTAL
30%	61%	72%	70%	64%	62%

While we did not meet either goal across grade levels, we did see significant growth in scholars over the course of the year. As this was our first year of implementation, we did not have any comparative results, but will use last year’s data to guide our instruction and decision making in the year ahead.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Persistence Prep recognizes that we have significant work to do in increasing ELA proficiency as measured by the NYS ELA State Assessment, especially in writing. Over our first four years of operation, we have made significant shifts in our ELA program and curricular materials that are positively impacting scholars beginning in Kindergarten. We anticipate a much stronger pipeline of scholars matriculating through our school in future years and are using these high-quality instructional materials to close gaps for our scholars in upper grades. We will continue to leverage our acceleration block to close gaps and ensure scholars have the just-in-time supports to access grade level content. We also anticipate that our implementation of the Close Reading curriculum in grades 3-5 will have a significant impact on ELA proficiency. More information on our planned actions is included in the Action Plan section below.

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- 8% of scholars were proficient in grades 3-4
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.	Data not available at time of report
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	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	(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.	
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

Based on the strong growth we are observing on the NWEA MAP assessment, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead. We continue to implement the DIBELS assessment three times per year, as well as the progress monitoring between rounds, to measure the impact of our ELA instruction and interventions. We have also developed standards-aligned interim assessments that mirror the structure of the state assessment that will be administered four times per year. We will utilize this data to make informed decisions about our instructional program and making shifts as needed.

We will continue to implement the Insight Humanities curriculum in grades K-5 and will continue our training with the Lavinia Group directly to support this implementation. We have budgeted for 20 days of on-site support for the 2021-2022 school year, with this support also focusing on state assessment preparation. We have also purchased the Close Reading curriculum through the Lavinia Group for grades 3-5 to further support scholar text comprehension.

In grades K-2, we have purchased the CKLA Skills curriculum to support our daily Foundations block. This curriculum is fully aligned to the Science of Reading research and the DIBELS assessment. We believe that this implementation will strengthen Tier 1 instruction and develop our younger scholars into more proficient and fluent readers.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

In the 2020-2021 school year, we utilized the Everyday Mathematics Curriculum for grades K-2 and the EngageNY modules in grade 3-4. Scholars also participated in daily acceleration that provided small group intervention support. In addition to the daily math block, all scholars also participated in daily fluency and CGI (Cognitively Guided Instruction). Due to staffing challenges, we had a vacancy in Math RtI for the duration of the school year that impeded our ability to provide more intensive supports to struggling scholars. We were able to run a limited number of intervention groups for 1st and 2nd graders throughout the year. All scholars had access to Zearn for additional practice and support throughout the year.

As previously mentioned, we operated the year fully in-person, with a small number of students and classes completing short quarantines, as needed. During all periods of quarantine, virtual instruction took place with synchronous instruction in Math.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 4 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	52	0	0	2	1	55
4	53	0	0	1	0	54
5						
6						
7						
8						
All	105	0	0	3	1	109

RESULTS AND EVALUATION

As a school that only just completed its fourth year of operation, this was our first year that scholars sat the full state assessment in Mathematics. Given the tumultuous learning environment over the past two years, and the unfinished learning created by COVID-19, our scholars were far from meeting our Math proficiency goals, as measured by the state assessment. The scholars in 3rd and 4th grade are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth over time. We see the greatest evidence of this in their NWEA MAP scores (provided below) and know that our shifts and changes are helping close the wide academic gaps that exist. We are far from pleased with our absolute results on the state assessment this year, but remain confident in the shifts we are making in our academic program. We have more scholars testing at a level 1 in mathematics than we do in ELA, making math instruction a prioritized focus for the year ahead (more information on our professional development plan and curricular shifts included in the action plan section).

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	12%	52	12%	51
4	10%	53	10%	49
5				
6				
7				
8				
All	11%	105	12%	100

Goal 2: Absolute Measure

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

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

RESULTS AND EVALUATION

Comparative data from the district was not yet available at the time of this report submission.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	12%	51		
4	10%	49		
5				
6				
7				
8				
All	12%	100		

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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**

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	103	64	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	100	62	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	64	12	56	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%	100	7%	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
2	28%	57	30%	53
3	4%	53	4%	51
4	9%	54	10%	49
5				
6				
7				
8				
All	14%	164	15%	153

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	Median Growth Percentile	Number Tested
K	66	50
1	70	49
2	49	55
3	66	51
4	62	52
5		
6		
7		

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Persistence Prep recognizes that we have significant work to do in increasing Mathematics proficiency as measured by the NYS Math State Assessment, especially in extended response questions. Over our first four years of operation, we have made significant shifts in our Mathematics program and curricular materials that are positively impacting scholars beginning in Kindergarten. We anticipate a much stronger pipeline of scholars matriculating through our school in future years, and are using these high-quality instructional materials to close gaps for our scholars in upper grades, especially around building strong number sense. We will continue to leverage our acceleration block to close gaps and ensure scholars have the just-in-time supports to access grade level content. More information on our planned actions is included in the Action Plan section below.

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- 12% of scholars in at least their second year tested proficient
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

Stronger math instruction where the heavy cognitive load is on scholars is one major focus area of 2022-2023 training. We have partnered with TNTP for a round of Good to Great training that is centered around The Five Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your Elementary Classroom. This training will include a summer launch and overview, dedicated teaching weeks where teachers will work with coaches each afternoon to plan instruction and analyze scholar work, and ongoing observations throughout the year.

We also have made a shift to the EngageNY modules/ Zearn (Eureka) for all grade levels. We believe that this vertical alignment will greatly improve math results and allow scholars to matriculate from grade to grade more seamlessly. We have also written high-quality, standards-aligned interim assessments in grades K-5 that will be administered and analyzed four times throughout the year. This analysis will provide us with more consistent data to inform our instruction and make shifts as necessary.

Based on the strong growth we are observing on the NWEA MAP assessment, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in Science.

BACKGROUND

Persistence Prep utilized the Amplify Science curriculum to support our Science instruction in 2021-2022. We hired a dedicated Science teacher who worked with 3rd and 4th grade scholars daily and pushed into K-2 classes weekly for STEAM instruction. Scholars also experienced Science integration across other content areas.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Persistence Prep did not meet its absolute measure goal in Science for the 2021-2022 school year. In our first year of administering the Science exam, 34% of scholars in at least their second year tested proficient on the exam. An additional 42% of scholars tested at a level 2 and we are confident that another year of consistent Science instruction will be able to elevate this group of scholars to proficiency.

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	34%	50
8		
All	34%	50

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

Given the age of our school and the COVID-19 pandemic, this was the first year that our scholars had in-person Science instruction with fidelity and a high-quality curriculum. Moving forward, Science is a larger focus area of our school, especially as we grow to middle school grades.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

As this was our first year of consistent, in-person Science instruction in our older grades, we will utilize this data set as our baseline data for future years. With another year of consistent Science instruction and use of a consistent curriculum, we anticipate seeing proficiency increase significantly in future years.

ACTION PLAN

Persistence Prep will continue to implement the Amplify Science curriculum to instruct and prepare our scholars in Science. We have hired a dedicated Science teacher who works with scholars in grade 3-5 daily. We are also working to better integrate units from Amplify Science into grades K-2. Our Science teacher is working closely with the Director of Curriculum and Instruction to fully understand the Next Generation Science Standards and prepare for the change in the Science assessment in future years.

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2019-20 school year.

Accountability Status by Year

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