

Achievement First Brooklyn K-8 Charters

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 17th, 2022

By Rachel Furniss & Meaghan Ross

Charter	School Address	School Phone Number
Apollo	350 Linwood Street Brooklyn, NY 11208	347-471-2620
Bushwick	125 Covert Street Brooklyn, NY 11207	347-471-2600
Endeavor	510 Waverly Avenue Brooklyn, NY 11238	347-471-2580
Linden	800 Van Sicken Avenue Brooklyn, NY 11207	347-471-2580
North Brooklyn Prep	200 Woodbine Street Brooklyn, NY 11221	347-471-2580
Voyager	601 Parkside Avenue Brooklyn, NY 11226	347-471-2600



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Rachel Furniss & Meaghan Ross 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)
Romy Coquillette	Chair	Executive, Academic, Facilities
Theresa Hayes	Trustee	N/A
Desiree Dalton	Trustee	Academic
Andrew Hubbard	Secretary	Executive, Facilities
Jonathan Atkeson	Treasurer	Executive, Academic, Facilities
Warren Young	Trustee	Finance
Rhonda Barros	Trustee	N/A
Kevin Miqueon	Trustee	Facilities
Judith Jenkins	Trustee	N/A
Josh Vidro	Trustee	Facilities
William Robalino	Trustee	Finance
Akeem Frett	Trustee	Finance
Alison Richardson	Vice Chair	Executive, Academic
Christopher J. Lynch	Trustee	Executive, Finance
Anup Menon	Trustee	Executive

School Leaders

Charter	Principal
Apollo	Noah Hellman has served as the elementary school principal since 2018.
	Jesse Ugglar has served as the middle school principal since 2019.
Bushwick	Courtney Saretzky has served as the elementary school principal since 2017.
	Sam Jones has served as the middle school principal since 2022.
Endeavor	Colleen Young has served as the elementary school principal since 2020.
	Jaden Joseph has served as the middle school principal since 2022.
Linden	Mariama Diallo has served as the elementary school principal since 2022.
	Stephanie Blieka has served as the middle school principal since 2022.
North Brooklyn	Alicia Harper has served as the elementary school principal since 2021.
	Katherine Delacruz has served as the middle school principal since 2022.
Voyager	Tamla Frater has served as the middle school principal since 2020.

SCHOOL OVERVIEW

The mission of Achievement First schools is to provide all our students with the academic and life skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that they are making yearly progress towards academic goals.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005, followed by Endeavor (2006), Bushwick (2006), Brownsville (2008), Apollo (2010), North Brooklyn Prep (2014), Linden (2014), and Voyager (2016).

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

AF Brooklyn Charter Schools remained committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures. AF Brooklyn implemented a fluid program to transition seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions.

While our program was developed and could easily transition between modes of instruction, changing the modes of instruction frequently did have a toll on student learning, culture and teacher experience and ability to drive learning. There were many shifts in COVID guidance from the state that our schools had to respond to as well as frequent changes from the modes of learning due to those precautions (certain grades remote, others in person, quarantines). These conditions led to schools experiencing frequent shifts that made it hard for students and teachers to drive learning to their full potential.

A note on Greenfield and Classic references: Throughout this report you will see some references to "Greenfield" or GF schools as compared to "Classic". Greenfield refers to a recently developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective.

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
Apollo	2017-18	94	98	93	93	92	106	100	91	77					845
	2018-19	90	98	98	100	96	93	101	97	89					862
	2019-20	91	94	100	100	90	104	98	100	93					870
	2020-21	89	96	102	108	103	110	109	93	109					919
	2021-22	85	98	99	100	108	108	104	105	108					915
Bushwick	2017-18	94	95	103	106	103	95	102	97	94	70	57	52	42	1110
	2018-19	92	100	105	104	110	111	99	97	95					913
	2019-20	96	94	108	112	108	110	112	96	97					933
	2020-21	92	96	97	115	114	112	110	110	97					943
	2021-22	83	96	101	101	110	108	110	106	112					935
Endeavor	2017-18	92	89	93	92	94	90	95	90	80	56	64	46	50	1031
	2018-19	65	94	94	90	88	93	98	84	97					803
	2019-20	88	67	91	92	97	97	99	99	98					828
	2020-21	68	108	99	91	96	98	97	101	99					857
	2021-22	54	69	101	90	90	95	96	97	91					783
Linden	2017-18	90	95	89	100	88									462
	2018-19	91	99	95	91	92	94								562
	2019-20	87	97	99	91	96	98	83							651
	2020-21	70	90	100	106	100	94	96	81						737
	2021-22	52	78	95	104	110	100	87	95	72					793
North Brooklyn Prep	2017-18	88	87	65	87	92									419
	2018-19	91	97	95	66	86	98								533
	2019-20	95	97	95	93	64	97	96							637
	2020-21	93	97	100	97	99	99	96	97						778
	2021-22	96	94	96	95	97	97	98	95	98					866
Voyager	2017-18						98	89							187
	2018-19	47					59	66	70						242
	2019-20	29	46				45	65	58	62					305
	2020-21						25	63	69	57					214
	2021-22							56	65	66					187

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Achievement First Brooklyn Charter Schools will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. Our texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge about the world and their own communities, identities, and history. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students can speak and write in a manner that is insightful, persuasive, and critical.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English Language Arts (“ELA”) assessment to students in 3rd through 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 English Language Arts Exam
Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested ¹				Total Enrolled
			IEP	ELL	Absent	Other reason	
Apollo	3	84	0	0	5	0	89
	4	89	0	0	3	0	92
	5	95	0	0	1	2	98
	6	86	0	0	0	3	89
	7	90	0	0	3	3	96
	8	82	0	0	0	3	85
	All	527	0	0	12	11	549
Bushwick	3	96	0	0	3	0	99
	4	105	1	0	0	0	106
	5	94	0	0	3	0	97
	6	100	1	0	1	0	102
	7	96	1	0	2	0	99
	8	98	0	0	5	0	103
	All	589	3	0	14	0	606
Endeavor	3	85	0	0	0	0	85
	4	89	0	0	0	0	89
	5	91	0	0	2	0	93
	6	93	0	0	1	0	94
	7	89	1	0	4	0	94
	8	85	0	0	3	0	88
	All	532	1	0	10	0	543
Linden	3	88	0	0	3	0	91

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	4	82	0	0	3	0	85
	5	93	0	0	2	0	95
	6	78	0	0	3	0	81
	7	85	0	0	1	0	86
	8	65	0	0	1	0	66
	All	491	0	0	13	0	504
North Brooklyn Prep	3	88	0	0	1	0	89
	4	93	0	0	2	0	95
	5	94	0	0	0	0	94
	6	90	0	0	0	0	90
	7	91	0	0	3	0	94
	8	94	0	0	1	0	95
All	550	0	0	7	0	557	
Voyager	3	0	0	0	0	0	0
	4	0	0	0	0	0	0
	5	0	0	0	0	0	0
	6	52	0	0	0	0	52
	7	66	0	0	0	0	66
	8	63	0	0	0	0	63
All	181	0	0	0	0	181	

RESULTS AND EVALUATION

Very few of our classes met this measure- 12 of our grades across campuses met or were within 10 percentage points of this measure. Bushwick and Voyager were our strongest charters averaging overall above 60%.

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
Apollo	3	45.20%	84	48.10%	79
	4	25.80%	89	25.90%	85
	5	38.90%	95	37.30%	75
	6	62.80%	86	61.70%	81
	7	52.20%	90	53.00%	83
	8	62.70%	83	63.60%	77
All		47.61%	527	48.11%	480
Bushwick	3	62.50%	96	64.70%	85
	4	46.70%	105	46.00%	100
	5	52.10%	94	52.20%	92
	6	68.00%	100	68.40%	98
	7	76.00%	96	75.50%	94
	8	69.40%	98	69.80%	96
All		62.31%	589	62.66%	565
Endeavor	3	57.60%	85	57.70%	78

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	4	41.60%	89	40.00%	80
	5	36.30%	91	32.50%	83
	6	73.10%	93	71.40%	84
	7	64.00%	89	67.50%	80
	8	71.80%	85	72.00%	82
	All	57.33%	532	56.88%	487
Linden	3	53.40%	88	57.00%	79
	4	26.80%	82	28.00%	75
	5	22.60%	93	24.40%	82
	6	59.00%	78	61.40%	70
	7	40.00%	85	39.30%	84
	8	61.50%	65	66.70%	60
	All	42.77%	491	44.90%	450
North Brooklyn Prep	3	31.80%	88	30.10%	83
	4	25.80%	93	26.50%	83
	5	27.70%	94	27.40%	84
	6	64.40%	90	65.90%	82
	7	62.60%	91	63.00%	81
	8	74.50%	94	77.90%	86
	All	47.81%	550	48.51%	499
Voyager	3	0	0	0	0
	4	0	0	0	0
	5	0	0	0	0
	6	63.50%	52	69.60%	23
	7	53.00%	66	50.00%	54
	8	68.30%	63	67.80%	59
	All	61.34%	181	61.04%	136

ADDITIONAL EVIDENCE

Without the consistency of year over year state tests, absolute performance is difficult to put into context. Falling short of target in all schools by such significant margins is a lesson enough that a year of remote learning and another year of disrupted and hybrid learning under the harshest conditions for students and teachers has taken its toll.

As shared in further data tables our students are growing at or above average in reading skills which gives us confidence that we will see these state test performance rebound in the next 1-3 years.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Each of our charters met this metric. In particular Apollo, Bushwick, North Brooklyn Prep and Voyager charters well exceeded their district peers by a difference of 15% or more.

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
Apollo (District 19)	3	48%	79	37%	1,154
	4	26%	85	31%	1,227
	5	37%	75	26%	1,269
	6	62%	81	38%	1,355
	7	53%	83	31%	1,360
	8	64%	77	37%	1,455
	All	48%	480	33%	7,820
Bushwick (District 32)	3	65%	85	33%	532
	4	46%	100	20%	554
	5	52%	92	25%	578
	6	68%	98	44%	748
	7	76%	94	42%	788
	8	70%	96	45%	823
	All	63%	565	36%	4,023
Endeavor (District 13)	3	58%	78	56%	797
	4	40%	80	50%	775
	5	33%	83	45%	728
	6	71%	84	53%	501
	7	68%	80	50%	455
	8	72%	82	48%	485

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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	All	57%	487	51%	3,741
Linden (District 19)	3	57%	79	37%	1,154
	4	28%	75	31%	1,227
	5	24%	82	26%	1,269
	6	61%	70	38%	1,355
	7	39%	84	31%	1,360
	8	67%	60	37%	1,455
	All	45%	450	33%	7,820
North Brooklyn Prep (District 32)	3	30%	83	37%	1,154
	4	27%	83	31%	1,227
	5	27%	84	26%	1,269
	6	66%	82	38%	1,355
	7	63%	81	31%	1,360
	8	78%	86	37%	1,455
	All	49%	499	33%	7,820
Voyager (District 17)	3	0	0	50%	862
	4	0	0	39%	1,025
	5	0	0	32%	1,082
	6	70%	23	52%	1,081
	7	50%	54	51%	1,261
	8	68%	59	46%	1,143
	All	61%	136	45%	6,454

ADDITIONAL EVIDENCE

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: **Star Reading**.

METHOD

During 2021-22, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR Reading in grades 5-8. The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

RESULTS AND EVALUATION

Based on the above target that tested students will be above the growth percentile target of 50 we set the metric that- Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment.

In these calculations student growth is the difference between the beginning of year score and the end of year score.

Each of our charters has met this metric with students growing at our above the percentile target of 50. In some cases students are well above this target, like at AF Bushwick 7th Grade (73) or Endeavor 8th Grade (65). This is an improvement from 20-21 when this was not met in all campuses (6/10 schools met this metric in 20-21).

End of Year Growth on 2021-22 Star Reading Assessment
By All Students

	Grades	Median Growth Percentile	Number Tested
Apollo	5	59	81
	6	53	79
	7	53	85
	8	44	81
	All	53.5	326
Bushwick	5	58	93
	6	55.5	100
	7	73	99
	8	61	100
	All	61	392
Endeavor	5	47	81
	6	50	85
	7	54	87
	8	65	78
	All	54	331

	Grades	Median Growth Percentile	Number Tested
Linden	5	45	77
	6	53	74
	7	61	81
	8	50	62
	All	52.5	294
North Brooklyn Prep	5	56	82
	6	62	89
	7	60	83
	8	54	87
	All	57	341
Voyager	5	N/A	N/A
	6	53	48
	7	45	62
	8	58	63
	All	53	173

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn K-8 schools have met 2 of the 3 applicable measures.

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.	MET
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
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered Star Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	MET

ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 21-22 school year and next several years. We have hired a Senior Director of K-12 Reading to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.

This year we are piloting Science of Reading aligned programs in elementary schools that focus on decodable texts as well as the DIBELS assessment instead of STEP, piloting different fluency and phonics assessments to replace F&P in ES and MS and sending network leaders to science of reading training to help us inform future program decisions and shifts.

In MS we are training teachers on how to better use the data from STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves

frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in several mathematical practices that have long standing importance in mathematics education.

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of

personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with mathematical practices fall.
 - While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 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	
Apollo	3	84	0	0	5	0	89
	4	89	0	0	3	0	92
	5	93	0	0	2	1	96
	6	85	0	0	3	0	88
	7	94	0	0	3	0	97
	8	84	0	0	1	0	85
	All	529	0	0	17	1	547
Bushwick	3	97	0	0	3	0	100
	4	106	1	0	0	0	107
	5	95	0	0	3	0	98
	6	102	1	0	1	0	104
	7	98	1	0	2	0	101
	8	32	0	0	5	0	37

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	All	530	3	0	14	0	547
Endeavor	3	85	0	0	0	0	85
	4	90	0	0	0	0	90
	5	90	0	0	2	0	92
	6	94	0	0	1	0	95
	7	88	1	0	3	1	93
	8	57	0	0	3	0	60
	All	504	1	0	10	1	515
Linden	3	90	0	0	3	0	93
	4	87	0	0	3	0	90
	5	94	0	0	2	0	96
	6	77	0	0	3	0	80
	7	85	0	0	1	0	86
	8	48	0	0	1	0	49
	All	481	0	0	13	0	494
North Brooklyn Prep	3	88	0	0	1	0	89
	4	92	0	0	2	0	94
	5	94	0	0	0	0	94
	6	88	0	0	0	0	88
	7	89	0	0	3	0	92
	8	47	0	0	1	0	48
	All	498	0	0	7	0	505
Voyager	3	0	0	0	0	0	0
	4	0	0	0	0	0	0
	5	0	0	0	0	0	0
	6	54	0	0	0	0	54
	7	65	0	0	0	0	65
	8	0	0	0	0	63	63
	All	119	0	0	0	0	182

RESULTS AND EVALUATION

None of our grades met this metric for 21-22. 5 grades came within 15 percentage points of this measure.

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
Apollo	3	58.30%	84	63.30%	79
	4	36.00%	89	38.80%	85
	5	33.30%	93	32.40%	74
	6	47.10%	85	46.80%	79
	7	44.70%	94	46.00%	87
	8	58.30%	84	59.00%	78
	All	45.94%	529	47.71%	482
Bushwick	3	56.70%	97	60.20%	83

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	4	44.30%	106	44.00%	100
	5	45.30%	95	44.10%	93
	6	43.10%	102	44.00%	100
	7	48.00%	98	47.90%	96
	8	18.80%	32	16.70%	30
	All	45.66%	530	45.81%	502
Endeavor	3	62.40%	85	64.10%	78
	4	38.90%	90	36.30%	80
	5	27.80%	90	28.00%	82
	6	38.30%	94	37.60%	85
	7	59.10%	88	60.00%	80
	8	47.40%	57	48.10%	54
All	45.26%	504	45.30%	459	
Linden	3	53.30%	90	56.80%	81
	4	26.40%	87	26.60%	79
	5	10.60%	94	13.40%	82
	6	29.90%	77	25.70%	70
	7	21.20%	85	22.60%	84
	8	27.10%	48	31.00%	42
All	28.06%	481	29.22%	438	
North Brooklyn Prep	3	59.10%	88	59.00%	83
	4	19.40%	93	20.50%	83
	5	45.70%	94	46.40%	84
	6	27.30%	88	26.30%	80
	7	42.70%	89	41.80%	79
	8	27.70%	47	32.50%	40
All	37.69%	499	38.31%	449	
Voyager	3	0.00%	0	0.00%	0
	4	0.00%	0	0.00%	0
	5	0.00%	0	0.00%	0
	6	52.70%	55	69.60%	23
	7	33.80%	65	34.00%	53
	8	0.00%	0	0.00%	1
All	42.46%	120	44.19%	77	

ADDITIONAL EVIDENCE

As shared in our report last year in 21-22 we implemented mandatory pre-tests before each unit to make sure that we understand what students knew before moving on to the new material. These pre-tests illuminated the fact that most students didn't know what they needed to, to be ready for the new unit. One reflection on our 21-22 strategy that we have changed for 22-23 is how we have created increased space and resources to help students build these pre-requisite skills.

Goal 2: Absolute Measure

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

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

Goal 2: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

All of our charters met this metric overall and many exceeded it by a wide margin. In particular Apollo, Bushwick, North Brooklyn Prep and Voyager exceeded this by 15 percentage points or higher.

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
Apollo (District 19)	3	63%	79	38%	1,222
	4	39%	85	30%	1,272
	5	32%	74	28%	1,291
	6	47%	79	13%	1,395
	7	46%	87	15%	1,365
	8	59%	78	14%	1,224
	All	48%	482	23%	7,769
Bushwick (District 32)	3	60%	83	35%	584
	4	44%	100	17%	625
	5	44%	93	17%	628
	6	44%	100	18%	769
	7	48%	96	19%	805
	8	17%	30	16%	495
	All	46%	502	20%	3,906
Endeavor (District 13)	3	64%	78	51%	798
	4	36%	80	46%	766
	5	28%	82	38%	714
	6	38%	85	32%	475
	7	60%	80	23%	431

⁴ 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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	8	48%	54	9%	283
	All	45%	459	38%	3,467
Linden (District 19)	3	57%	81	38%	1,222
	4	27%	79	30%	1,272
	5	13%	82	28%	1,291
	6	26%	70	13%	1,395
	7	23%	84	15%	1,365
	8	31%	42	14%	1,224
	All	29%	438	23%	7,769
North Brooklyn Prep (District 32)	3	59%	83	35%	584
	4	21%	83	17%	625
	5	46%	84	17%	628
	6	26%	80	18%	769
	7	42%	79	19%	805
	8	33%	40	16%	495
	All	38%	449	20%	3,906
Voyager (District 17)	3	0	0	43%	891
	4	0	0	31%	1,035
	5	0	0	24%	1,089
	6	70%	23	24%	1,086
	7	34%	53	21%	1,094
	8	0%	1	23%	1,033
	All	44%	77	27%	6,228

ADDITIONAL EVIDENCE

AF Charters have historically met this measure.

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: **Interim Assessments**.

METHOD

During 2021-22, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: internally created Interim Assessments in grades 3-8.

A comparison between the March 2022 (IA3) and June (EOY) 2022 interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam. These are shown in the table below.

PL	Test Score Band
L1	0-29
L2	30-54
L3	55-74
L4	75-100

Using these cut scores, the percentage of scholars proficient (Level 3 or 4) at each school for each exam was calculated. The following table shows the percentage point difference, which is the aggregate growth from March to June.

RESULTS AND EVALUATION

Almost all grades showed improvement and most showed significant improvement (20 percentage points or more) in the number of students who were proficient from IA 3 to the EOY IA.

The percentage point difference from IA3 to EOY shows an increase of approximately 21% across all tested grades of the Achievement First NY charters.

As a network we have an internal goal that between IA cycles there is at least 10% increase in students who are proficient on the exam.

Percent Proficient for 2021-22 IA Math By All Students

	Grades	Percent Proficient IA3	Percent Proficient EOY	Percentage Point Difference
Apollo	3	42%	N/A	N/A
	4	33%	N/A	N/A
	5	35%	60%	25%
	6	45%	59%	14%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	7	41%	65%	24%
	8	28%	66%	38%
Bushwick	3	34%	71%	37%
	4	43%	68%	25%
	5	57%	83%	26%
	6	43%	74%	31%
	7	42%	68%	26%
	8	56%	52%	-3%
Endeavor	3	42%	79%	37%
	4	42%	36%	-6%
	5	32%	47%	15%
	6	34%	75%	41%
	7	58%	61%	3%
	8	43%	61%	18%
Linden	3	43%	61%	18%
	4	26%	33%	7%
	5	17%	19%	2%
	6	24%	75%	51%
	7	17%	22%	5%
	8	21%	34%	14%
North Brooklyn Prep	3	18%	77%	59%
	4	16%	18%	2%
	5	45%	78%	33%
	6	30%	79%	49%
	7	32%	59%	27%
	8	45%	62%	17%
Voyager	6	39%	71%	32%
	7	30%	68%	38%
	8	73%	28%	-45%

ADDITIONAL CONTEXT AND EVIDENCE

In 8th grade we offer both Algebra and Common Core courses for Math- most of our students take Common Core courses (80%). The dip in performance at Voyager in 8th grade is due to the fact that uniquely, all of their students were in Algebra. We have historically seen students in Algebra dip in performance from middle of year to end of year because of the nature of the course and how the hardest topics are covered at the end. The early timing of the IA3 /Mock last year meant we had only covered linear equations and systems, and the end of year included exponential functions and quadratics, which are traditionally much harder topics.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Of the two applicable measures required our charters met 1 of the 2. We also met the additional measure we set based on our internal assessment data.

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.	MET
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
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient.	MET

ACTION PLAN

While we are seeing growth in students during the year and are performing well compared to our comparison districts, absolute performance in Math is not where it needs to be.

In Elementary we are focused on expanding our Cognitively Guided Instruction pilot based on positive feedback and data from schools as well as our adding a Context for Learning Mathematics (CFLM) pilot in K-4 that is grounded in a constructivist approach to determine our long term plan for our math program. We also have a more formalized and improved our assessment strategy to better monitor student skill acquisition and growth throughout the year- we are most focused on our CGI test data and Counting Proficiency Assessment data. We have formalized windows, improved data entry systems and added completion monitoring for the Counting Proficiency Assessment.

In Middle School we are continuing to focus on essential standards as identified by Achieve the Core to allow scholars to deep dive into the most important standards. We are also focused on the prerequisite skills from prior grade levels that were not mastered largely due to pandemic learning loss so that students can access the current grade level material. We created a year-long scope and sequence to spiral in these skills so that the likely gaps students have are closed before the new material begins. We are also providing curricular materials aligned to this scope and sequence to ensure students are getting high quality practice even with our newer cohort teachers.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the foundational document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction, particularly when it comes to science inquiry instruction. All of this had an impact on achievement.

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 and 8th grade in spring 2022. The school converted each student's raw score to a performance level

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

One of our cohorts met this measure and three of our cohorts came within 10 percentage points of meeting this measure. The remaining 8 did not meet this measure. 4th Grade at Endeavor and North Brooklyn prep were high outliers.

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
Apollo	4	53.80%	78
	8	45.00%	80
	All	49.34%	158
Bushwick	4	64.60%	96
	8	N/A	0
	All	64.60%	96
Endeavor	4	71.40%	77
	8	33.80%	74
	All	52.97%	151
Linden	4	59.80%	82
	8	48.30%	58
	All	55.04%	140
North Brooklyn Prep	4	78.30%	83
	8	50.60%	85
	All	64.29%	168
Voyager	4	N/A	0
	8	42.40%	59
	All	42.40%	59

ADDITIONAL EVIDENCE

A few of our schools had remote teachers- 8th Grade at Endeavor had a remote science teacher all year and Linden 8th Grade also had a remote teacher for most of the year. This was Linden 8th grade's first year taking the Science test as they are now fully scaled.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

N/A

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

In addition to the State Exam our schools administer the MAP Science Exam three times a year—beginning, middle and end of year. The MAP assessment helps us understand student growth in Science skills throughout the year against nationally normed data points.

The table below illustrates the average student growth percentile by grade for the NY charters.

	Grand Total	NY					
		APMS	BWMS	ENDMS	LNMS	NBMS	VOMS
5th	61	56	66	42		74	
6th	55	64	40	60		45	71
7th	49	55	40	39	38	49	70
8th	45	61	52	28	26	45	49
Grand Total	52	59	50	43	32	54	63

In general our students are growing at the 52nd percentile meaning that they are growing more than the national average. Linden and Endeavor are affected by their remote teaching experience in their MAP growth as well with very low growth on MAP in 8th grade as well.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

AF Schools did not meet Goal 3 for Science but we did have several grades that came close and are also seeing growth on MAP Science at above national average rates. This leads us to believe that between the growth we are seeing and the actions we are taking (see below) our state science exam data will improve in 22-23. Science was a subject area that was hit particularly hard by the impacts of COVID 19 because of inconsistent time students had in person to work on their lab skills. This

essential part of the science program was very hard to translate into remote or hybrid learning and we are seeing the impact of that in this data as the state exam is two parts and one is focused on lab skills and performance.

ACTION PLAN

Classic MS

The introduction of Bi-Weekly Quizzes has illustrated student progress on the continuum toward the goals established by the standards at each grade band. School year 22-23, will continue to focus on providing the kinds of student learning experiences that would prepare students to use the three dimensions (science and engineering practices, disciplinary core ideas, crosscutting concepts) to identify and interpret evidence and engage in scientific reasoning as they make sense of phenomena and address problems.

Curricular modifications for AF science are prioritizing the NGSS set expectations that students demonstrate what they know and can do via purposeful application. The expectation for our curricular modifications and reviving of inquiry, then, is for tasks that require students to use the three-dimensions to make sense of phenomena or to define and solve authentic problems.

In addition to bi-weekly internal assessments, AF Brooklyn schools have set aggressive goals to administer standardized assessments in science during the 2022-23 academic year, NWEA MAP.

Greenfield MS

For the 22-23 school year, Greenfield Science is working to improve student science learning through: 1) revised curriculum materials that include more teacher guidance for investigations and discussions to support all teachers in executing lessons that are responsive rigorous, 2) coaching school instructional leaders to develop teachers through lesson plan feedback and observation feedback aligned to our three-dimensional, NGSS-aligned vision for instruction, and 3) engaging in consistent analysis of and response to data from internal unit assessments and the MAP Growth for Science at the program, school, and classroom level.

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

All of the Achievement First Brooklyn Charter Schools remain in good standing for the 2021-2022 school year.

ADDITIONAL EVIDENCE

Accountability Status by Year		
	Year	Status
Apollo	2019-20	GOOD STANDING
	2020-21	GOOD STANDING
	2021-22	GOOD STANDING
Bushwick	2019-20	GOOD STANDING
	2020-21	GOOD STANDING
	2021-22	GOOD STANDING
Endeavor	2019-20	GOOD STANDING
	2020-21	GOOD STANDING
	2021-22	GOOD STANDING
Linden	2019-20	GOOD STANDING
	2020-21	GOOD STANDING
	2021-22	GOOD STANDING
North Brooklyn Prep	2019-20	GOOD STANDING
	2020-21	GOOD STANDING
	2021-22	GOOD STANDING
Voyager	2019-20	GOOD STANDING

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	2020-21	GOOD STANDING
	2021-22	GOOD STANDING