

**Achievement First
Legacy Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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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

Charter	Principal
Legacy	Jessica Eddy has served as the elementary school principal since 2021

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 he or she is making yearly progress towards academic goals.

AF Legacy Elementary opened in Fall 2021 and serves K-2 students.

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

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20														
2020-21														
2021-22	88													88

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

The K-4 literacy program at Achievement First must prepare students to be proficient and passionate life-long readers, writers, and thinkers who see themselves as powerful change makers. Reading and writing, unlike speech, are not natural processes. Our program must align with cognitive science (as represented by the Simple View of Reading and Scarborough's Reading Rope) and affirm our students' identities and brilliance in both what we teach and how we teach it.

Our program must support strong word recognition. We must:

- Include explicit and systematic phonics, phonemic awareness, and high frequency word instruction. Most people do not naturally crack the code of English without direct instruction.
- Provide extensive opportunities for students to practice both decoding and encoding using their word recognition knowledge and receive targeted feedback
- Include opportunities for teachers to gather and respond to data on students' word recognition knowledge

Our program must support strong oral language and reading comprehension. We must:

- Support students' development of strong language comprehension through read aloud of complex texts and sentence level syntax analysis in both reading and writing
- Support students' expressive language development and promote student voice through frequent opportunities to engage in meaningful discussion
- Support students' development of strong background knowledge by teaching content-driven units where students are learning about the world as they read and write. Research shows that background knowledge greatly improves a student's ability to read and understand complex texts.
- Support students knowledge of text structure by reading across a wide variety of genres and teaching what we expect to find in each genre and how authors organize different genres
- Support students knowledge of vocabulary through instruction in word structure, repeated exposure, discussion, and use of a set of content-aligned vocabulary words in each unit
- Put content and text understanding in the foreground, with skills and strategy instruction used as a means to build or access strong understanding. This means we do not teach reading skills in isolation. For example, we don't read a nonfiction passage about Reconstruction to practice identifying the main idea. Instead, we read a nonfiction passage about Reconstruction to learn more about the historical context that led to The Great

Migration. In order to learn that content, we will need to understand the main idea of the passage.

Our program must affirm our students' identities, brilliance, and power. We must:

- Include engaging texts that provide students opportunities to see mirrors of their own experiences, windows into different experiences, and learn more about themselves and their identities
- Teach history and world knowledge that is relevant and engaging to our students. Our program embeds social studies and history instruction into literacy instruction so that students are learning about social justice, activism, and the true history of our country during their literacy block. Learning science content is critical to students' having strong world knowledge, but given the focus of our humanities program on social justice, it remains a separate block in our program. You can learn more about the specific social studies content embedded in the humanities program and the pedagogy of strong social studies instruction [here](#).
- Teach students about different ways to advocate and create change
- Provide opportunities to share their ideas through discussion, writing, and creative projects

Our program must help students powerfully and clearly share their ideas in writing. We must:

- See reading and writing as reciprocal and intertwined processes.
- Include instruction in sentence level syntax, grammar, and conventions to understand complex sentences in reading and share complex ideas through writing. This content increases in complexity as students progress from K-4.
- Include instruction in paragraph, essay, and story planning, writing, revision, and editing
- Provide students with ample opportunities to write about what they are learning, both during formal writing instruction and as a way to process and express ideas across blocks

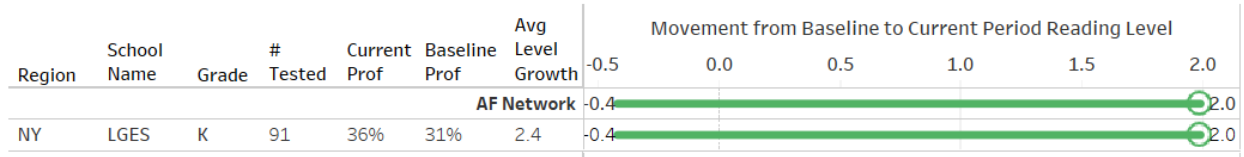
METHOD

At Legacy Elementary School, STEP and F&P were used to evaluate progress in ELA and reading from the beginning of year to the end of the year. Most students in Kindergarten are assessed using STEP.

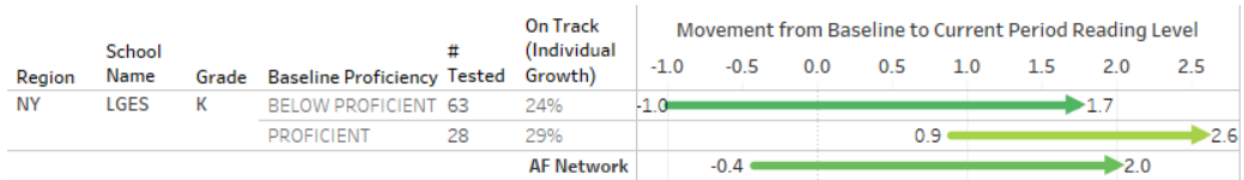
RESULTS AND EVALUATION

The chart below illustrates the average grade level reading growth and proficiency from BOY to EOY of scholars tested in Kindergarten at Legacy Charter.

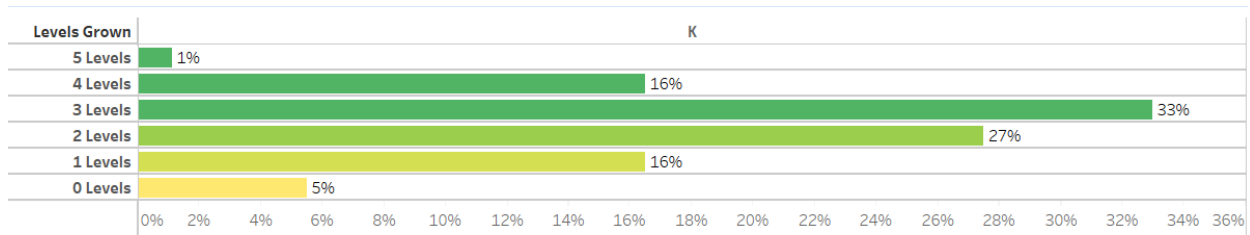
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Scholars grew 2.4 reading levels on average and proficiency increased from 31% to 36%.



Scholars who were proficient grew 1.7 reading levels on average while those scholars who began the year below proficient grew 2.7 average reading levels from BOY to EOY.



95% of scholars grew at least one level in reading, while 79% of the scholars grew 2 or more levels.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

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 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 in Elementary 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 sending network leaders to science of reading training to help us inform future program decisions and shifts.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In the K-4 mathematics program at Achievement First, we believe that mathematics instruction not only involves developing and mastering the skills and conceptual understanding outlined by the Common Core but it does so in a way that fosters student's mathematical identities such that they see themselves as powerful mathematicians. We seek to prepare all of our students to engage in mathematics at a high level throughout their school experience and to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

To do so, we must embrace the fact that learning mathematics requires more than memorizing facts and procedures for solving certain types of problems. We must actively work to implement research based equitable practices and work against white supremacy based practices that perpetuate educational harm on Black, Latinx, and multilingual students, denying them full access to the world of mathematics (Cintrón et al, 2021). Therefore, we reject the I-We-You approach and instead are committed to a program that approaches teaching from an asset based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. Additionally, we are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm. Thus, we must be grounded in a shared vision for how to bring this to fruition. Specifically, in our curricular resources and instruction, we must consistently:

Teach for Equity and Understanding

- Prioritize depth over breadth by engaging students in rich tasks that promote problem solving, reasoning, productive struggle and support big ideas, not just narrow skills and procedures
- Make discourse an expected and natural part of mathematical thinking and reasoning, utilizing it as a way to value multiple contributions, providing students with the space and confidence to ask questions to enhance their own learning, and diminish hierarchical status among students (i.e., perceptions of differences in smartness and ability to participate)
- Support diverse and exceptional learners by engaging with math and mathematical ideas through a range of representations, allowing for and celebrating multiple forms of expression and student invented approaches and strategies

- Reject the notion that pictorial and concrete representations of mathematics are simply a prelude to abstraction or higher-level mathematics
- See procedural fluency as a byproduct of conceptual understanding and strategic reasoning, and therefore never prioritizing procedural fluency at the expense of understanding
- Regularly support number sense through instruction and routines that encourage flexibility in thinking about numbers, deemphasizing the reliance on memorized facts and speed
- Value content expertise as the most important teacher skill for effective lessons and therefore regularly engage in independent or collective intellectual preparation and reflection, including reflecting on and responding to data to support all learners in the class

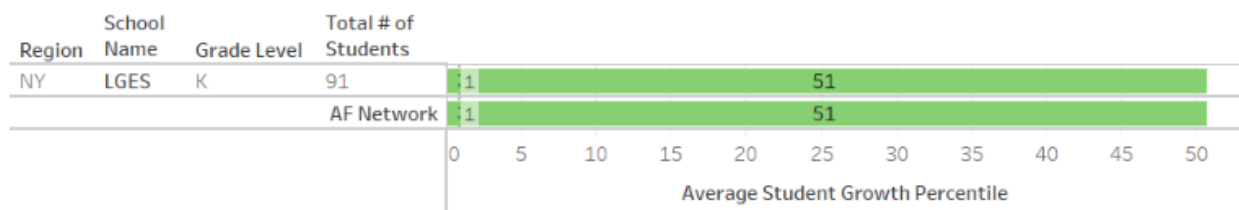
Support Positive Student Identity and Agency

- Allow students to see mathematics as useful and connected to their world through tasks that are presented within real world contexts
- Foster communities of learners that learn with and from one another through meaningful discourse where students are explaining, justifying, connecting, critiquing and reasoning about mathematical ideas and concepts, positioning the teacher as the facilitator and not the holder of knowledge
- Celebrate and encourage a growth mindset, seeing mistakes as an opportunity to learn, and not representations of personal failure
- Value critical thinking and understanding over speed and/or the right answer, reducing mathematical anxiety and positioning students as the mathematical knowers and doers

METHOD

The nationally normed data Legacy used in 21-22 was MAP Math.

RESULTS AND EVALUATION



The average Student Growth Percentile for scholars tested on MAP Math was 51, which indicates the growth in Math at Legacy was greater than 51 percent of similar students taking the MAP Math on average.

School Name	Grade Level	Total # of Students	# in Group	% of Total Population	Avg. RIT Score: IEP Enrolled / All Other Scholars					
					Group (Avg. RIT)			Avg. RIT Gap		
					0.0	100.0	200.0	-10.0	0.0	10.0
LGES	K	91	9	10%	149			-13.9		

The average RIT for students with disabilities was 13.9 points below the average RIT for all other scholars.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ACTION PLAN

In Elementary Math 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 which is one of the most important assessments for K students in Math and should drive continued improved MAP Math scores.

GOAL 3: SCIENCE

Goal 3: Science
 Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The goal of Achievement First Elementary Science is to develop scholars with science content knowledge and science practices that will prepare them for learning content in middle school and beyond, as well as foster science literacy and advocacy for themselves and their community. Within the AF Network, science must be regarded as an integral aspect of the academic program on its own merit and as an essential component of academic success in other content areas. Currently, there is a deficit of BIPOC people in STEM fields, which has had a disproportionately negative impact on BIPOC communities; a goal of AF Elementary Science is to address that gap.

Teaching and learning must occur with the foundational understanding that **science is everywhere**, and that students interact with scientific phenomena every day. In our science classrooms, teachers serve as guides who funnel student curiosity through engagement with scientific inquiry and scientific practices.

Our focus is on process over product. Units must be thought of cohesively, so that it facilitates student thinking to change/develop throughout the course of a unit. Lessons must not be taught in isolation, but rather as a part of the thru line of a unit. Teachers must be intentional about setting up strategies to provide opportunities to facilitate change in student thinking over the course of each unit and over a year.

Student achievement in science is correlated to success in ELA and Math as it plays a key role in the development of critical thinking skills. Additional science skills which are transferable to other content areas include:

- Data analysis
- Synthesis of content
- Conceptualization of scientific phenomena
- Evaluation and application of information

Topical content knowledge is necessary in order for children to be strong readers. Strong science instruction develops strong readers and strong reading supports science learning. Research supports that a rich learning context provided in the science classroom results in early literacy development as well as science learning.

METHOD

N/A- We do not have state, national or internal assessment data on Kindergarten Science.

RESULTS AND EVALUATION

N/A- We do not have state, national or internal assessment data on Kindergarten Science.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ACTION PLAN

N/A

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 does not have a record of ESSA accountability status with the state due to it being the first year of existence.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	N/A
2020-21	N/A
2021-22	N/A