



**New Visions
AIM Charter High School II**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Tameka Jackson, Principal and
Melissa Wass, Senior Program Officer, Charter
1010 Rev. James A. Polite Avenue

Bronx, NY 10459

718-861-7515

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2021-22 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School II:

- Tameka Jackson, Principal
- Melissa Wass, New Visions Senior Program Officer
- Allison Cohen, New Visions Director - Data Analytics
- Isabella Zuco, New Visions Data Analyst

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Tameka Jackson has served as Principal of New Visions AIM Charter High School II since August 2017.

SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, was relaunched in August 2017 by a restructured Board of Trustees in partnership with charter management organization, New Visions.

MISSION

New Visions AIM Charter High School II provides youth who face the greatest obstacles successful high school completion with the support, experience, and opportunity they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in the South Bronx, AIM II serves over-age and under-credited youth defined as students who are at least one grade behind based on age and credit attainment. Students are at least 15 years of age when they enroll, have completed 7th grade, and have been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2021, 227 students were enrolled in AIM II.

KEY DESIGN ELEMENTS

AIM II offers an intentionally engineered, tightly organized, and highly personalized set of academic experiences complemented by robust and integrated social and emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements, and successful planning and transition into postsecondary academic or work preparatory programs. More specifically, AIM II's key design elements include:

1. Evidence-based and technology enabled administrative systems
2. Defined postsecondary pathways comprised of:
 - Direct partnerships with postsecondary programs
 - Postsecondary planning
 - Academic and career pathway postsecondary preparation
 - Student outcomes tracking
 - Alumni support
3. Intensive and personalized academic supports, including:
 - Personalize education program assignment based on comprehensive diagnostic assessments
 - Evidence-based instructional design and delivery
 - Extended-day academic supports
4. Flexible and personalized academic programming:
 - Targeted blended learning
 - Asynchronous digital learning opportunities
5. Student advisors who:
 - Serve as the single point of contact with families
 - Facilitate productive behavior management
 - Support students in achieving regular attendance

6. Provide intensive and integrated social and emotional supports

MODALITIES OF INSTRUCTION

During the 2021-2022 school year, AIM II leveraged a fully in-person instructional model, with the exception of a brief remote learning period from 12/20/21 to 1/14/22 as a proactive response to the increase in COVID-19 cases at the time. During the remote period of instruction, the instructional model included all students taking virtual classes via Zoom using the Google Classroom platform. We held a virtual hallway where students checked-in and directed to their live classes with both general and special education instructors.

This school year, teachers continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization of online materials. Teachers delivered in-person instruction in the classroom simultaneously, with self-paced tasks online.

AIM II continued with the two-week instructional framework involving an initial delivery of the performance target or project-based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project-based assignment. Having a clear structure, the lesson plan template helped to improve the instructional effectiveness and pedagogical capacity of teachers, as seen in their overall improvements on evidence-based observations using the Danielson Framework for Teaching. In turn, this helped to clarify student performance expectations.

SOCIAL, MENTAL, AND EMOTIONAL HEALTH SUPPORTS

During the 2021-2022 school year, AIM II leveraged a variety of practices to support our students' and families' social, mental, and emotional well-being. Specifically:

- The Primary Point Person made monthly outreach to parents to discuss current academic standing, attendance, social-emotional needs, and post-secondary planning.
- Camp Day events
- Home visits throughout the year for students with attendance challenges and other challenges as deemed necessary.
- Every trimester contact was made with other entities who were involved with a student such as: foster care agency, therapist, probation officer, and any other community based organization who was connected with the student.
- To support a students well being they were provided a wrap around services within the school that includes access to a licensed masters school counselor
- Counseling staff conducted daily senior labs and monthly postsecondary workshops focused on college preparation and career readiness
- AIM II continued the partnership with Urban Assembly which included a series of professional development for all staff and monthly social emotional learning coaching.
- The student support and counseling team supported students in their acclimation back to in-person learning after being remote by providing real time interventions in the classroom, hallways, and school community through the building of the CASEL Social Emotional Learning competencies.

ENROLLMENT SUMMARY

In the table below, we provide AIM II’s BEDS Day enrollment for each school year of this charter term.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200
2019-20	63	68	51	35	217
2020-21	64	62	36	57	219
2021-22	85	57	40	45	227

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2016 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2021-22 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30th
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2013	32	0	32
2019-20	2014-15	2014	28	0	28
2020-21	2015-16	2015	48	0	48
2021-22	2016-17	2016	47	0	47

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	20	76	96
2018-19	2013-14	2013	31	76	107
2019-20	2014-15	2014	25	87	112
2020-21	2015-16	2015	44	54	98
2021-22	2016-17	2016	41	80	121

PROMOTION POLICY

In order to graduate, all students must earn 44 credits, distributed across specific academic subjects and aligned to specific NYSED learning standards. AIM II provides students with the opportunity to take credit-bearing courses in grades 9–12 to satisfy the requirements for a high school diploma. By passing the course successfully, students demonstrate mastery of the content and skills, as set forth in a New York State-developed or locally developed syllabus aligned to NYSED learning standards.

Students’ programs may comprise both credit-bearing and non-credit-bearing units of study. A unit of study is defined as at least 54 hours of instructional time per credit awarded (or 45 hours in the case of summer school). To earn a credit, students must be provided with the opportunity to receive 54 hours of instruction and must then demonstrate mastery of the learning outcomes outlined in a course syllabus. A course specific breakdown of these 44 credits can be found in the table below:

Graduation Credits Total Required: 44	Regents Exams Total Required: 5
6 Math Credits <i>Course Options: Algebra I-1, Algebra I-2, Algebra I-3, Algebra I-4 Particular Topics in Algebra I, Statistics</i>	1 Math Regents
6 Science Credits <i>Course Options: Living Environment 1, Living Environment 2, Living Environment 3, Living Environment 4; Earth Science 1, Earth Science 2</i>	1 Science Regents
8 Social Studies Credits <i>Course Options: Global History 1, Global History 2, US History, Government, Economics, Civics</i>	1 Social Studies Regents
8 English Credits <i>Course Options: ELA 9, ELA 10, ELA 11, ELA 12; Read 180</i>	1 English Regents
4 Physical Education Credits	Plus any 1 other Math, Science, Social Studies Regents exam or CDOS
2 Foreign Language Credits <i>Spanish 1, Spanish 2</i>	
2 Art Credits <i>Studio Art 1, Studio Art 2; Latin Art and Culture 1, Latin Art and Culture 2</i>	
1 Health Credits	
7 Electives Credits <i>Career and Financial Management; Google Suite 1, Google Suite 2; Studio Art 1, Studio Art 2; Latin Art and Culture 1, Latin Art and Culture 2; Read 180</i>	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate via multiple pathways equipped with the academic, social, emotional, and navigation skills to pursue postsecondary education and employment.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on sustained enrollment. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM II, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Eighty-one percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2022. AIM II met this measure and exceeded it by one percentage point.

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a Primary Person Model, where each student is assigned a counselor or a student advisor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%
2019-20	86%
2020-21	85%
2021-22	81%

ADDITIONAL EVIDENCE

The counseling and student support teams have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement; a tiered referral system to ensure students receive the wraparound services they need; as well as discharging chronically absent students, after ample outreach has been provided.

Social emotional learning has been embedded in the school through our partnership with Urban Assembly and the use of the School Connect, social emotional learning curriculum. The School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and student advisors developed partnerships with both students and families through student one-to-one check-ins, camp designations scheduled by Primary Point Person caseload, consistent parent outreach, and frequent in-person and virtual workshops.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on sustained enrollment. The measure requires that, based on the school's enrollment requirements, 70 percent of all AIM II students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

RESULTS AND EVALUATION

Seventy-three percent of students who were enrolled as of BEDS day were retained through June 30, 2022. AIM II met this measure and exceeded it by three percentage points.

The start of the school year focused on relationship building and inviting students back to in-person learning. This included check-ins with students, follow-up meetings, and the initiation of A-Teams, which included all staff having a caseload of students that inquire about goals, academics, postsecondary, and attendance. AIM II engages in one-to-one point person model, where each student is assigned a dedicated staff member that checks-in with them weekly about SEL, academics, and attendance. The school has initiated PBIS, Positive, Behaviors, Interventions and Supports, where students have earned points that translated into rewards. Incentive trips, camp designation and celebrations, along with school-wide activities that increases engagement, connects the family to the school and improves student outcomes.

Although we met this measure there was a decrease from previous years. There were a number of long term absent students during remote learning that also struggled to re-engage upon returning to in-person learning. After a data analysis process, ongoing home visits and attendance outreach, we discovered that many students, due to COVID, had major life shifts, resulting in their transition from AIM II. Students that re-engaged were reintegrated back into the community. Unfortunately, there were a significant number of students who did not re-engage and become long-term absences and were subsequently discharged, which impacted the school's overall enrollment and retention rate.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%
2020-21	81%
2021-22	73%

ADDITIONAL EVIDENCE

None.

Goal 1: Leading Indicator

Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment.¹

METHOD

The school demonstrates the effectiveness of its SEL program by enabling students to improve their Self Management Skills from fall to spring. To achieve this measure, 65 percent of students who were enrolled during both the fall and spring testing window will show significant improvement in their Self-Management T-score from pre to post-DESSA assessment. Significant improvement (statistically significant improvement) between pre and post-test is determined using the standard error of prediction to calculate posttest confidence ranges.

RESULTS AND EVALUATION

This past year, the DESSA assessment was administered for students to collect initial test data and this data was uploaded into Aperture. As mentioned previously in this report we partner with Urban Assembly (UA) around SEL and UA contracts with Aperture to house the DESSA data. When we requested access to the DESSA data from Aperture and UA, they were unable to provide the data, thus we are unable to report outcomes for this measure.

For next year, we will ensure that we pull the initial test data as soon as Aperture releases it. In addition, we are working with Urban Assembly to ensure that this data is accessible to us in the future. We are also providing an internal SEL assessment for students, to inform the work that we will continue, and to serve as a backup.

¹Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students with Fall to Spring Significant Improvement in Their Self-Management Skills T-Score

School Year	Number of students Enrolled During Fall and Spring Testing Window	Number of Students with Fall and Spring Testing Scores	Percent of Students who Showed Significant Improvement in Their Self-Management Skills T-Score
2021-22	No Data Available	No Data Availavle	No Data Availavle

ADDITIONAL EVIDENCE

In school year 2021-22 the two SEL targeted competencies were Self Awareness and Responsible Decision Making. We saw an increase of over 50% in each competency in areas of needed growth which can be attributed the SEL programming AIM II has in place. As we continue to see an increase in SEL targeted competencies over the last two years we have also seen an increase in graduation rates and a decrease in suspension and at-risk behaviors.

School wide SEL programing included :

Area of support	Plan of action	Who	Frequency
SEL Screeners	<ul style="list-style-type: none"> NV annual screener: Data is used to drive the SEL annual competency goals DESSA Screener: Data is used to drive the SEL annual competency goals 		
Community Partnerships	<ul style="list-style-type: none"> AIM II continued partnership with Urban Assessmby who provided coaching and SEL assessments East Side House who provided OSHA workshops with paid stipends 	Counseling Team	Every Trimester
Mandated Services: Wellness Checks & Outreach	<ul style="list-style-type: none"> Group and Individual Counseling as per mandated on IEPs Community Referrals as needed Monthly parent contact to discuss progress/barriers related to academics, attendance , post secondary, and social emotional well being and to create a plan of action to address 	Social Workers Counselors	Weekly Indicated on the student's IEP Monthly parent/caregiver outreach
Non Mandated students: Wellness Checks & Outreach	<ul style="list-style-type: none"> Weekly scheduled check ins take place to discuss progress/barriers both academically and social emotionally and to create a plan of action to address Community Referrals as needed Monthly parent contact to discuss progress/barriers related to academics, attendance , post secondary, and social emotional well being and to create a plan of action to address 	Student Advisors	Weekly
Guardians & Families	<p>Monthly Family Newsletter:</p> <ul style="list-style-type: none"> Family resources , events , communication regarding school news and family resources. 	Climate and Culture Manager	Monthly

<p>Advisory Classes</p>	<ul style="list-style-type: none"> ● School Connect is the Curriculum utilized in Advisory classes ● School Connect Curriculum Lessons are centered around the four SEL competencies: <ul style="list-style-type: none"> ❖ Social Management ❖ Self Management ❖ Social Awareness ❖ Self Awareness <p>The above content is aligned with our school’s SEL Partnership with Urban Assembly</p> <ul style="list-style-type: none"> ● Advisory Classes were separated by Camps : <ul style="list-style-type: none"> ❖ Base Camp ❖ Peak Camp ❖ Summit Camp 	<p>Counseling Team</p>	<p>Trimester 1 Daily</p>
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Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM II and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year earn at least ten credits.

RESULTS AND EVALUATION

Fifty-nine percent of students in their first year at AIM II who were enrolled as of BEDS day and remained enrolled through June 30, 2022 earned at least ten credits, therefore not meeting this measure. Although this measure was not met there was a 19 percentage point increase from last school year.

High school students, no matter their age and year, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. The fact that the majority of our students are over-age and under-credited and more often than not have special needs makes navigating a new school even more challenging. This past school year, our first-year students had to navigate transitioning from remote learning due to the COVID-19 pandemic back to in-person learning. The transition provided more opportunities to physically connect with students, and conference with them about their goals and grades, which led to the 19 percentage point increase from 2020-21 to 2021-22.

Percent of Students in their First Year at AIM II Earning at least Ten Credits in 2021-22

School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%
2020-21	47	40%
2021-22	39	59%

ADDITIONAL EVIDENCE

There was a 19 percentage point increase since last year after virtual learning when students returned back to the building. This is progress that puts the school back on track to the years prior to the pandemic, which was on a upward trajectory. AIM II utilized a mastery-based learning model of instruction, where teachers have identified performance targets that allow students to demonstrate progress toward mastery.

The tabel below provides a further breakdown of the number of credits earned by first year students enrolled at AIM II for school year 2021-22.

Credits Earned by First Year Students at AIM II for School Year 2021-2022		
Number of Credits Earned	#	%
Less Than 5 Credits	9	23%
Between 5-9 Credits	7	18%
10+ Credits	23	59%

An additional 63 students enrolled at AIM II after BEDs day and remained enrolled through June 30th and of those students nine earned at least ten credits (14% of new students enrolled after BEDs day earned ten or more credits).

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM II for more than one year will earn at least Eight credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM II for more than one year and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year who have been at AIM II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Forty-six percent of students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2022 earned at least eight credits, therefore not meeting this measure. Although this measure was not met, there was an eight percentage point increase from last year.

We attribute much of the increase of our longer-enrolled students who received eight credits to the addition of in-person instruction, the point-person model, the initiation of A-Teams, and the ability to conduct home visits. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21. We believe that the previous unprecedented year experienced by our students and staff and their families to transitioning back to in-person is the reason for the eight percentage point increase in returning students earning at least eight credits in 2021-22.

Percent of Students Who Have Been at AIM II for More Than One Year
Earning at least Eight Credits in 2021-22

School Year	Number of students who have been at AIM II more than one year	Percent earning at least eight credits
2017-18	136	29%
2018-19	94	41%
2019-20	91	49%
2020-21	131	38%
2021-22	127	46%

ADDITIONAL EVIDENCE

There was a eight percentage point increase since last year after virtual learning, when students returned back to the building. AIM II utilized a mastery-based learning model of instruction, where teachers have identified performance targets that allow students to demonstrate progress toward mastery. The school implemented a graduation review board that allowed administrators and teachers to evaluate academic progress for students. This bi-weekly meeting with students allowed for accountability, feedback, and goal-setting to promote student ownership and positive outcomes around academics, SEL, and personal development.

The tabel below provides a further breakdown of the number of credits earned by students who have been enrolled at AIM II for more than one year for school year 2021-22.

Credits Earned by Students Who Have Been at AIM II More Than One Year for School Year 2021-2022		
Number of Credits Earned	#	%
Less Than 4 Credits	49	39%
Between 4-7 Credits	19	15%
8+ Credits	59	46%

Goal 1: Leading Indicator

By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.

METHOD

This measure serves as a leading indicator of students meeting individualized goals around academics, SEL, and postsecondary planning as documented in their Individualized Development Plans (IDPs). The measure requires that 67% of students will meet 67% of their goals for the current year, as outlined in their IDP.

RESULTS AND EVALUATION

The Individualized Development Plan is a new Key Design Element for AIM II for the 2023-2027 charter term, and it is a new measure on the accountability plan. Therefore, there is no data to report on for the 2021-22 school year. We anticipate reporting out on this measure in fall 2023.

Percent of Students Who Have Met 67% of Their Goals Outlined in Their IDP for 2021-22

School Year	Total Number of Students	Percent of students meeting 67% of IDP goals
2021-22	N/A	N/A

ADDITIONAL EVIDENCE

As stated above, the IDP is a new Key Design Element and IDP goals completion is a new measure on the school’s accountability plan. However, in order to lay the foundation for an effective IDP system that enables us to monitor progress and utilize data for continuous improvement, AIM II has been working throughout school year 2021-22 to develop structures, practices, and staff capacity around the IDP process. AIM II currently has systems in place for enrollment and intake; creation of the IDP and academic, attendance, SEL, and postsecondary goals with the A-Team coach using clear and consistent processes; sharing the IDP and progress monitoring with school stakeholders; monthly check-ins and support conversations with students; family communication; and processes for school A-Teams to review IDP data, touching on each student at minimum once per trimester to follow up around next steps. For school year 2022-23, AIM II will be working with the CMO to implement a tracker system to enable school teams to review trends and patterns in data to examine the effectiveness of supports provided and focus on action planning for interventions for particular subgroups.

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM II for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least one year but less than two years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 50 percent of students who have been enrolled at AIM II for at least one year but less than two years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least one exam.

RESULTS AND EVALUATION

Sixty-nine percent of students enrolled at AIM II for at least one year have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least one of the five exams required for graduation. AIM II met and exceeded this measure by 19 percentage points.

This past year the ELA and math teams implemented the ANet Quiz tool to create ANet assessments aligned to the New Visions curriculum as the mastery assessments for each course. The ANet assessments provide students with rigorous assessments in order to prepare them for the Regents exams. The science and social studies teams utilized prior Regents exams to create mastery assessments for each course that aligned to the New Visions curriculum. These assessments provided students the practice that they needed with the Regents exam content.

The implementation of ANET this school year, includes the following accomplishments:

- Oriented ELA and math teachers to ANET purpose and their quiz tool systems
- ELA and math teachers utilized the ANET quiz tool to create and administer standards-aligned mastery checks for at least two units/modules
- ELA and math teachers met in departments with the ANET coach to analyze assessment data with ANET protocols
- ELA and math teachers planned modules to show evidence of use of ANET assessment data to inform instruction

Additionally AIM II incorporated a round of mock Regents in order to prepare students and staff for the Regents exams which have been canceled for the past year and a half. Teachers utilized the data from these mock Regents to determine opportunities for growth for students and used this to determine the priority standards that needed to be focused on and to further inform their plans for instruction.

Percent of Students Who Have Been Enrolled at AIM II for At Least One Year
Passing One Exam Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	80	69%

ADDITIONAL EVIDENCE

Through the House Model, the school has improved their ability to support students and help them focus on academic progress. Through intentional scheduling and cultural structures, students were focused around clear objectives towards meeting their academic goals. Intentional planning allowed classes to be focused, integrated, and differentiated by houses, to support students' individual progress towards graduation.

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM II for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least two years but less than three years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 60 percent of students who have been enrolled at AIM II for at least two years but less than three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least two exams.

RESULTS AND EVALUATION

Seventy-two percent of students enrolled at AIM II for at least two years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least two of the five exams required for graduation. AIM II met and exceeded this measure by 12 percentage points.

As mentioned above, our work with ANet to create assessments and the use of mock Regents helped prepare both our staff and students for Regents exams after a year and half hiatus due to the pandemic.

Percent of Students Who Have Been Enrolled at AIM I for At Least Two Years
Passing Two Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least two years	Percent Passing at Least Two Exams (including exemptions)
2021-22	47	72%

ADDITIONAL EVIDENCE

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

As mentioned above 72% of students who have been enrolled at AIM II passed two or more Regents and 83% of students who have been enrolled in AIM II for at least two years passed one Regents exam. In the coming year we hope to increase the number of students passing two exams by the end of their second year enrolled with us.

Goal 1: Absolute Measure

Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least three year and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 67 percent of students who have been enrolled at AIM II for at least three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least three exams.

RESULTS AND EVALUATION

Seventy-two percent of students enrolled at AIM II for at least three years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least three of the five exams required for graduation. AIM II met and exceeded this measure by five percentage points.

As mentioned above, our work with ANet to create assessments and the use of mock Regents helped prepare both our staff and students for Regents exams after a year and a half hiatus due to the pandemic.

Percent of Students Who Have Been Enrolled at AIM II for At Least Three Years
Passing Three Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	39	72%

ADDITIONAL EVIDENCE

With the implementation of ANET tools, as mentioned above, Regents exemptions, and our mastery model, the school was able to achieve this measure.

Goal 1: Absolute Measures
Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students who entered the 9th grade as members of the 2015 cohort and graduated six years later. These data reflect early August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.²

RESULTS AND EVALUATION

Thirty percent of students in AIM II’s 2016 cohort graduated after six years, therefore not meeting this measure.

Although AIM II did not meet this measure, the school has focused on sixth year graduates as an area of continued improvement. We utilize structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and support they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal. We also created a graduation review board that provided weekly progress monitoring of student performance with a group of administrators, teachers, counselors and student support personnel along with the student to share their progress.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last year. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the graduation planning, Regents planning and preparation, and credit gap review the Graduation Review Board accomplished the following:

- Active students had graduation plans that reflect the best possible outcome, and therefore the highest expectations, in terms of graduation date and diploma type.

² The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June.
- Active students were scheduled to earn four core course credits in each trimester of the school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Six Years

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%
2020-21	2015	98	38%
2021-22	2016	121	30%

ADDITIONAL EVIDENCE

Given that students enter AIM II at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. There was an increase in graduates this past school year, which we attribute to transitioning back to in-person instruction. In addition, the school was able to graduate more students than the last full year of in-person instruction. This positions us well to continue to increase the total number of graduates next school year.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46
2020-21	32
2021-22	57

Goal 1: Comparative Measure

Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.³

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this

³ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

Thirty percent of students in AIM II’s 2016 cohort graduated after six years compared to 44% of students in the 2015 cohort from comparable transfer high schools. AIM II fell short of meeting this measure by 14 percentage points. School data for comparable transfer high school’s 2016 cohort was not available for comparison at the time of this report.

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	102	14%	1,176	44%
2018-19	2013	107	17%	1,163	52%
2019-20	2014	112	19%	1,229	53%
2020-21	2015	98	38%	791	44%
2021-22	2016	121	29%	TBD	TBD

ADDITIONAL EVIDENCE

With 77 negative student discharges and 36 graduates out of the 121 students who were in the 2016 sixth year cohort, we did not meet the measure. The counseling and student support team continue to ramp up activities to increase school engagement in order to retain students. With the introduction of the IDP, this will allow a small number of students to be assigned to multiple staff members to assist with goals related to academic, SEL, and attendance.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2021-22, AIM II met five of the nine measures with data available in the high school graduation goal. Data was not available for two measure in school year 2021-22.

Type	Measure	Outcome
Leading Indicator	Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved

Leading Indicator	Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment. ⁴	Data Not Available
Leading Indicator	Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.	N/A
Absolute	Each year, 50 percent of students enrolled at AIM for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 60 percent of students enrolled at AIM for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Comparative	Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools. ⁵	Not Achieved

ACTION PLAN

While AIM II met five of the nine measures in the high school graduation goal that data was available for this year, the school saw increases in the two leading indicators that were not met. We believe, over time, this will result in a greater percentage of students achieving the absolute measure and comparative measure for high school graduation that were not met.

We attribute the aforementioned gains to our school’s ongoing tuning of targeted programmatic and student support services. These include:

⁴Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

⁵The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

1. Mastery Model. In order to accelerate learning and provide opportunities for students to build foundational skills while engaging in grade level content at a more differentiated pace, AIM II has taken steps to move toward a mastery model of instruction. In all courses, teachers will identify four-to-five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills using the mastery planning guide in a two-week teaching cycle. Students must master content before moving from one unit to the next via the school's mastery assessments. This transition will continue in school year 2022-23 and we expect to continue the full implementation of the mastery model.
2. House Model. AIM II's House Model concept will be in its sixth year of implementation during school year 2022-23. Three houses comprise the model including Base Camp, Peak, and Summit. In school year 2021-22, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it to for lesson planning and student check-ins. In addition, each house increased its focus on postsecondary planning, and the development of a college and career portfolio. We believe that this led to greater student understanding and attention to graduation requirements, and an increase in first year students achieving at least ten credits during their first year, and therefore these expectations will continue in the upcoming school year.
3. Primary Person Model (PPM). School counselors, social workers, and advisors are accountable for supporting students in their academics, attendance, social emotional supports, and postsecondary portfolio development through bi-weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate support with other school faculty and staff. We will continue this strategy next year along with our comprehensive counseling model outlined above.
4. Enhanced Intake Process. AIM II's intake process involves an initial enrollment meeting, the administration of a youth development intake survey, trimester student orientations (for new and returning students), and progress updates that involve goal-tracking and tweaking of assigned interventions and support services. Beginning in school year 2022-23, we plan to utilize an Individualized Development Plan (IDP) to more deeply integrate all aspects of the student support work and enable us to better monitor the impact of specific interventions for each student in order to support them in reaching their postsecondary goals.
5. Urban Assembly Resilient Scholars Program. For school year 2022-23, AIM II will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM II in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM II will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.
6. SEL Assessment. AIM II will administer a SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The school also plans to assess students with a secondary SEL assessment to prevent the loss of data and have another way of assessing student's growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:
 - To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;

- Root SEL assessments in observed strength-based behaviors;
 - Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
 - Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
 - Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.
7. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM II will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses, as well as using common literacy routines across the core content classes. This will be supported through our continued partnership with ANET. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.
8. Deepening Formative Assessment Systems. AIM II has contracted with ANET for another year to provide a suite of formative assessment tools and coaching support around use of data to drive instructional decision-making. Interim assessments, introduced over a period of time to ensure that we are building staff capacity to plan in alignment with and utilize the results of the assessments, will provide timely and actionable data to help target instructional and SEL interventions as needed, and provide opportunities to accelerate student progress when appropriate.

We believe that continued focus and implementation of the strategies outlined above, AIM II will continue to increase the percent of students who meet all measures under the high school graduation goal of our accountability plan.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: COLLEGE PREPARATION

Students will be prepared for and pursue postsecondary options

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students' postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) with their Primary Point Person assigned within the House Model
- A Postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), best practice sharing on implementation of Xello, Postsecondary Portfolio and CDOS, data entry in New Visions' data portal, and postsecondary data review.
- The implementation of [Xello](#), the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM II implemented a Postsecondary Portfolio in which milestones are tracked in the New Visions data portal and the evidence of learning is supported through Xello and learning assignments saved in each students' Google Drive folder. Courses that align to CDOS learning standards, such as Advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.
- Targeted Advisory classes for Camp/House Model specific postsecondary milestones
- Summit Camp (senior) labs
- Peak and Base Camp labs
- Postsecondary student and family workshops
- Coding and GSuite courses
- Daily Lunch Time Senior Labs were held to offer seniors additional postsecondary support
- AIM II's postsecondary team facilitated a series of postsecondary workshops in both advisory lesson forms as well as Lunch Time Senior Labs workshops including, Preparing for College/College Preparation, FAFSA Support, and exploring non-College pathways which included presentations from various fields of work
- AIM II hosted a series of Pathways workshops such as: EyeLash Course, Hair Braiding Course, Music Production Course, Web Design Course, The ARTS (Dance), and OSHA (Occupational , Safety, and Health Administration), First Aid and Safety Certification Course
- Graduation Review Board (GRB): students met regularly with the GRB to assess their status for graduation, discuss progress, and create an action plan to address; a GRB goal review form was sent to both the student and their family for review

Goal 2: Leading Indicator

Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.

METHOD

For each student, the school maintains a postsecondary portfolio that includes a resume, career interest inventory, and postsecondary list.

RESULTS AND EVALUATION

Forty-five percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list, therefore not meeting this measure.

At the beginning of the school year students in all camps completed the Xello college and career interest profile, which Summit Camp utilized to drive conversations in one-to-one planning sessions, advisory sessions, and workshops. Postsecondary transition portfolio preparation was discussed during graduation on track/graduation in jeopardy meetings. In addition to the above, the graduation review board was implemented to review students’ status for graduation, discuss progress, and create an action plan to address any noted barriers.

Percent of Students Completing a Postsecondary Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Postsecondary Portfolio
2021-22	62	45%

ADDITIONAL EVIDENCE

The 2021-2022 school year was designed for students to work on college exploration and preparation throughout the school year. We continued the use of Xello as the curriculum, developed clear postsecondary milestones, and continued to utilize the current systems to track progress towards those milestones.

We noticed many students taking a gap year or not interested in completing postsecondary milestones as they were focused on meeting the needs of requirements for their diploma or focused on submitting their college application, trade school application, or completing the internal Pathways offered at AIM II.

While AIM II did not meet this measure we had forty one students successfully complete the requirements for their chosen pathway in 2021-2022. In addition, of the 62 planned graduates 29 applied to CUNY schools and 14 applied to SUNY schools.

The tables below provide a further breakdown of the number of planned graduates that completed each component of the postsecondary portfolio and the total number components of the portfolio completed by each planned graduate.

Number of Planned Graduates Completing Each Component of the Postsecondary Portfolio		
Total # of Planned Graduates = 62	#	%
Planned Grads Completing the Resume	36	58%
Planned Grads Completing Career Interest Inventory	46	74%
Planned Grads Completing Postsecondary List	51	82%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 62	#	%
Completed 0 of 3 Components	4	6%
Completed 1 of 3 Components	11	18%
Completed 2 of 3 Components	19	31%
Completed 3 of 3 Components	28	45%

Goal 2: Absolute Measure

By Year 5 (2025-26) of the accountability period, 80 percent of students who graduate in the prior reporting year will have enrolled in a two- or four-year accredited college, military service, industry-aligned career training program, or gained employment⁶ within one year of their graduation.

METHOD

The ultimate measure of whether AIM II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II will track and report the percentage of students who graduate in the prior reporting year who enroll in a two or four year accredited college, military service, industry-aligned career training program, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Thirty-one percent of AIM II students who graduated in school year 2020-21 enrolled in a two or four-year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation, therefore not meeting this measure. Although AIM II did not meet this measure, there was an 18 percentage point increase from the previous year.

Matriculation data is collected from the National Student Clearinghouse and counselors collect other postsecondary outcomes including military service, technical/occupational institute, or employment.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training Program, or Gain Employment

School Year	Year Graduated	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training, or Gain Employment
2018-19	2017-18	12	25%
2019-20	2018-19	27	24%
2020-21	2019-20	46	13%
2021-22	2020-21	32	31%

⁶Gainful employment is defined by meeting these 3 criteria: 1. PP/T - 24 hours; F/T - 35 hours; 2. Been employed in the same job for 3 months (for 3 consecutive months); 3. Making at least minimum wage.

ADDITIONAL EVIDENCE

In addition to the current postsecondary preparation work provided for students who planned to enroll in a college or university after high school AIM II also created opportunities during the school year for students to gain skillful trades that can lead to gainful employment post high school. This year AIM II offered a number of pathways such as a Hair Braiding course, EyeLash course, and OSHA (Occupational Safety and Health Administration), and Safety Training.

Pathways	# Students who completed a Pathway Program
OSHA certified Students	21
Completed Hair Braiding Course	10
Completed EyeLash Course	10

AIM II continues to focus its postsecondary work on designing and implementing systems for tracking students’ postsecondary planning, applications, and decision-making processes. Current structures include:

- **Postsecondary Teams:** Developing defined roles for their postsecondary team members, meeting regularly with a standing agenda that includes: learning arc from New Visions’ [Postsecondary Advising Model \(PAM\)](#), sharing best practices with AIM II on implementation of Xello, postsecondary portfolio and CDOS, consistent data entry in New Visions’ data portal, and postsecondary data reviews.
- **Implementing Xello:** an online software for career interest surveys, career research, and postsecondary planning. Every AIM II student and teacher received a Xello license. Students complete surveys that inquire about their interests, skills, and learning styles. The software walks them through the process of building a comprehensive career plan, aligned to the state’s CDOS requirements. Also, Xello offers career development lessons and tools such as resume builders and labor market guides. Schools receive weekly engagement updates on Xello’s progress.
- **CDOS and Postsecondary Portfolio tracking:** AIM II implemented a system for tracking CDOS hour completion and CDOS learning objectives. AIM II has developed a Postsecondary Portfolio in which milestones are tracked in the New Visions data portal and the evidence of learning is supported through Xello and learning assignments saved in each students’ Google Drive folder. Courses that align to CDOS learning standards, such as Advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Applications & Acceptances for the 2021-2022 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	SUNY Canton
Bronx Community College	Brooklyn College	Clinton Community College	SUNY Oneonta
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	SUNY Ulster	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Oswego
Queensborough Community College	John Jay College	SUNY Adirondack Community	SUNY Oneonta
Kingsborough Community College	York College	Genesee Community College	
Hostos	Medgar Evers College	SUNY Broome Community College	
	Baruch College	SUNY Ulster	
	Lehman College		

Vocational Training Programs	Specific Program/ Trade
New York College of Transportation	SHA certification, Construction
Universal Technical Institute	Technician

Total Applications and Acceptances

	Total Applicants	Students Accepted to At Least One School
CUNY	27 Students	12
SUNY	15 Students	5

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by [NYS through Option 1 or Option 2](#).

METHOD

AIM II administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple-choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. AIM II also utilizes option 1 for CDOS credential where applicable, which requires students to complete 216 hours of activities aligned to the CDOS standards with a minimum of 54 of those hours completed in work-based learning activities in addition to the completion of a career plan and employability profile. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials:

Career-Ready Assessment by the completion of their sixth year in the cohort as well as students who demonstrated proficiency through CDOS aligned activities.

RESULTS AND EVALUATION

Thirty percent of students in AIM II’s 2016 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM II continues to refine the postsecondary milestones students worked to achieve and the methods for monitoring completion of their postsecondary portfolios which included tracking the work-based learning hours students complete. AIM II will continue to focus on building out the CDOS program . AIM II is positioned to have more students achieve this measure in the upcoming school year since we aligned courses and WBL experiences to the CDOS standards.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	2017-18	17	12%
2013	2018-19	32	28%
2014	2019-20	28	43%
2015	2020-21	48	50%
2016	2021-22	47	30%

ADDITIONAL EVIDENCE

This past school year, following remote learning, we found students were highly focused on completing coursework for their diploma and targeting their efforts on academic progress. It can also be noted that many students were unable to find employment, lost employment or had “off the books” employment which further attributed to students under utilizing the CDOS options.

AIM II Pathways Program is implemented to further equip students with the workforce skills needed to enter the workforce with meaningful employment which will result in students earning WBL experiences. Currently 8% of of students in cohort 2017 have met this measure prior to entering their sixth year.

Goal 2: Comparative Measure

Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2021-22, AIM II did not achieve any of the three measures, with data available, in the postsecondary outcome goal. One measure was not applicable for school year 2021-22.

Type	Measure	Outcome
Leading Indicator	Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.	Not Achieved
Absolute	By Year 5 (2025-26) of the accountability period, 80 percent of students who graduated in the prior reporting year will have enrolled in a two or four year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation.	Not Achieved
Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by NYS through Option 1 or Option 2 .	Not Achieved
Comparative	Each Year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools. ⁷	N/A

ACTION PLAN

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her Primary Point Person. Students engage in a range of experiences such as resume writing, college tours, Postsecondary Planning workshops, and daily A-Team classes where their Individualized Education Plan is reviewed and discussed on a weekly basis. Seniors will continue to participate in Lunch Time Senior Labs where they are able to meet with members of the postsecondary team along with peers to support each other through the sharing of plans, challenges, and expectations.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a clear path towards success.

In addition, we are in the initial stages of determining whether it is feasible to hire a part-time Bridge Coach to conduct regular outreach to alumni and connect them to available resources and programs as needed.

⁷ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Career Development and Occupational Studies Credential (CDOS): AIM II will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) classes, AIM II students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM II students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success.

As we enter the 2022-2023 school year AIM II will continue to create and define a plan that includes the following opportunities:

- Postsecondary exploration virtual trips to CUNY Colleges and SUNY Colleges.
- Speakers from CUNY, SUNY and other organizations to speak to seniors about the programs offered at their campuses and locations.
- Summit camp students will participate in postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- Post Secondary Labs will continue to be held providing all students an opportunity to explore postsecondary pathways during non academic hours.
- Exposure in Pathways including Barbering , EyeLash Course Hair Braiding Course, OSHA course, Health and Safety , First Aid, and Entrepreneurship Courses.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10, and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

This year, AIM II implemented the ANET assessment system to build the appropriate assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade level standards. ELA teachers received training on the ANET Quiz Tool, which provides rigorous assessment questions and tasks. AIM II ELA teachers also administered these assessments (formative & summative) to students, analyzed the data and utilized the analysis to refine student understanding to ensure student mastery of key standards.

AIM II also administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition. These mock Regents were key this school year as students returned to the physical school setting after two years of not taking Regents Exams; students and teachers both needed to see where there was the greatest opportunity for growth regarding students being prepared for success with Regents exams.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administers the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently a score at or above Performance Level 3 (Partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core) or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Forty-five percent of students in AIM II's 2016 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. Although AIM II fell short of meeting this measure by five percentage points it should be noted that a total of 23 students, seven with no valid score and 16 who had previously sat for the exam, earned Regents exemptions. Therefore 87% of students in cohort 2016 met the ELA Regents requirement for graduation. The decline from the previous year can be attributed to cohort 2016 missing three opportunities to resit for the ELA Regents exam.

The school provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. We provided professional development focused on utilizing ANET to increase interaction and meaningful assessment opportunities. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The two-week planning template allowed teachers to focus on building foundational skills integrated with the ELA content, to build student reading comprehension. The director of instruction - special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped ELA teacher teams to provide targeted support to students.

Additionally, the ELA team implemented a series of learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%
2016	2021-22	47	7	18	45%

ADDITIONAL EVIDENCE

As indicated in the table below, 43% of students in the 2017 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 24 students earned Regents exemptions and one student earned a special appeal. Therefore, 78% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 63% of students in cohort 2018 have passed or earned Regents exemptions for the ELA Regents required for graduation.

We continue to work on improving and increasing students’ knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. AIM II partnered with ANET to focus on increasing ELA curriculum alignment to standards and implementing a mastery curriculum. The increased use of formative assessment data will continue to help drive instructional design.

In addition, throughout 2021-2022, AIM II focused on strengthening its support for multilingual learners through offering both a standalone ENL course and ENL teacher collaborative support in one strategically-selected ELA course and one US history course. The ENL specialist also consulted with the ELA department on a regular basis about strategies to implement to better support multilingual learners in their courses. A writing assessment administered at the beginning, middle, and end of the year helped to monitor student progress and design instructional interventions; from beginning to end of year.

⁸ Based on the highest score for each student on the English Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹	Number in Cohort	Percent Passing ¹⁰
2016	60	38%	51	48%	47	45%
2017	62	22%	70	25%	55	43%
2018	34	3%	64	7%	65	19%
2019	22	0%	35	0%	59	18%
2020			27	0%	53	8%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	23	0	18	87%
2017	55	25	1	17	78%
2018	65	30	4	7	63%
2019	59	14	0	8	37%
2020	53	3	1	4	15%
2021	27	0	0	0	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.¹¹

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

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the sixth year of their high school Accountability Cohort will exceed the PI¹² of comparable transfer high schools.¹³

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

⁹ Percent passing among students with valid score

¹⁰ Percent passing among students with valid score

¹¹ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

¹² AIM’s PI is calculated using the 6th year cohort, the PI for comparable transfer high schools is calculated using the 4th year cohort as this is the only public available data.

¹³ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.¹⁴

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Forty-three percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment, therefore not meeting this measure.

Attendance challenges and the lack of supports (particularly for the young people we serve with disabilities) had significant adverse effects on our students’ ability to practice and improve upon their reading skills. Nevertheless, AIM II only experienced a slight drop in the percent of students who achieved Lexile growth, despite the challenges associated with the COVID-19 pandemic.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	144	32	53%
2018-19	165	75	45%
2019-20	N/A	N/A	N/A
2020-21	225	65	49%
2021-22	205	79	43%

ADDITIONAL EVIDENCE

To support all students with literacy development, we implemented the use of transfer learning routines across all core classrooms to support literacy practices that focus on comprehension through student metacognition and self-monitoring that allow them to read purposefully, for meaning, and transfer these skills across content areas. Teachers also chunked texts and created individualized supports for students, such as read alouds. These school wide efforts contributed to the continued Lexile growth for students tested in fall and spring.

¹⁴ The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.¹⁵

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Thirty-six percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore not meeting this measure.

AIM II began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students’ credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students Lexile growth.

Percent of Students Programmed for Reading Intervention
Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	46	16	19%
2018-19	36	14	29%
2019-20	16	N/A	N/A
2020-21	22	11	45%
2021-22	28	14	36%

ADDITIONAL EVIDENCE

AIM II will continue to identify a small group of students who will benefit from targeted literacy support in READ 180 and continue to focus on strong literacy routines in the core to support all students. There was a lower percentage of students who met or exceeded thier expected lexile growth, due to a lack of attendance. This has been an ongoing issue for reading interventions. The school is addressing it by providing support through our A-Teams and IDP, which will help students not only understand the purpose, but also be more engaged and set goals around the work.

¹⁵ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set high gain expectations for students who start off with a lower entering Lexile.

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM II cohort 2016’s ELA pass rate of 45% is lower than cohort 2015’s ELA pass rate of 58%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2016 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort¹⁶

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%
2016	2021-22	47	7	18	45%

ADDITIONAL CONTEXT AND EVIDENCE

None.

¹⁶ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2021-22, AIM II did not achieved any of the four measures, with data available, in the high school English language arts goal. Two measures were not applicable for school year 2021-22.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Not Achieved
Absolute	Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	Not Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

During school year 2022-23, AIM II will continue its focus on achieving and exceeding all measures in the English language arts goal. We partnered with ANET to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. We will utilize the interim assessments in the 2022-23 school year, to deepen this work and aid in planning and assessing student’s growth and teacher practice. During the upcoming school year, the priority will continue to be deepening teacher knowledge of grade level standards and aligning performance targets to standards. This work will support developing consistent structures and protocols for how teachers are regularly analyzing student data to make informed decisions about upcoming lessons and addressing student learning strengths or needs. We will also continue to incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to continue to deepen its work around the use of the transfer learning routines across classrooms to engage students in authentic performance-based tasks and build their metacognitive self-monitoring strategies to strengthen their reading comprehension and writing.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize their potential. In addition to collaborating around the ANET partnership, the AIM schools will

support each other in building out their approaches to mastery learning. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction.

Beginning in school year 2022-23 AIM II is transitioning to the Renaissance Star Reading assessment due to Scantron's discontinuation of the Performance Series Reading assessment at the end of school year 2021-22. All students will continue to take the Star Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing Read 180 course. We will look at overall attendance, credit needs, and data on their ability to decode to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

GOAL 4: MATHEMATICS

Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions mathematics curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

During the 2021-2022 school year, AIM II returned to the in-person instructional model. Math instructors continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization the use of online materials provides. Teachers delivered in person instruction in the classroom simultaneously, with self paced tasks online.

AIM II continued with the two-week instructional framework involving an initial delivery of the performance target or project based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project based assignment.

Partnered with Achievement Network (ANET), the math department was trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery based learning model.

In addition, AIM II worked with New Visions instructional specialists who provided onsite and remote coaching. Coaching included working with the principal, director of instruction - special education and teacher teams to develop systems around reviewing student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialist supported school instructional leaders in coaching teachers around these routines.

AIM II offered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to conduct data analyses in order to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with

trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them to prepare for the next rendition.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Forty-five percent of students in AIM II's 2016 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. It should be noted that a total of 22 students, three with no valid score and 19 who had previously sat for the exam, earned Regents exemptions. Therefore, 89% of students in cohort 2016 met the math Regents requirement for graduation.

AIM II was not able to meet this measure, but the school will continue to provide co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. In-person instruction along with Google classroom resources were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The director of instruction - special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped math teacher teams to provide targeted support to students.

Additionally, the math team implemented a series of learning assignments that allowed students to apply mathematical concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort¹⁷

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%
2016	2021-22	47	3	20	45%

ADDITIONAL EVIDENCE

As indicated in the table below, 29% of students in the 2017 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 39 students earned Regents exemptions. Therefore, 95% of students in cohort 2017 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 85% of students in cohort 2018 have passed or earned Regents exemptions for the math Regents requirement for graduation.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁸	Number in Cohort	Percent Passing ¹⁹
2016	60	47%	51	48%	47	45%
2017	62	25%	70	28%	55	29%
2018	34	25%	64	33%	65	51%
2019	22	0%	35	15%	59	19%
2020			27	0%	53	6%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2016	47	22	0	20	89%
2017	55	39	0	13	95%
2018	65	30	0	25	85%
2019	59	39	0	6	59%
2020	53	17	0	2	36%
2021	27	2	1	0	11%

¹⁷ Based on the highest score for each student on a mathematics Regents exam

¹⁸ Percent passing among students with valid score

¹⁹ Percent passing among students with valid score

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their sixth in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.²⁰

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the sixth of their high school Accountability Cohort will exceed the PI²¹ of comparable transfer high schools.²²

The calculation of this measure is not required for 2021-22.

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Forty-eight percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment, therefore not meeting this measure. A contributing factor to the decrease from last was vacancies within this department.

AIM II staff continued to strategically collaborate to support students’ math needs by:

- Utilizing IXL and multiple digital platforms
- Holding 1:1 office hour sessions
- Providing continuous feedback on a variety of platforms

Student progress in the core content classes was assessed through looking at student work and providing feedback and opportunities for revision. Formative assessments also kept track of student progress. Every teacher was scheduled for an outreach day to provide time to reach out to students who were absent or missing work.

²⁰ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

²¹ AIM’s PI is calculated using the 6th year cohort, the PI for comparable alternative charter schools is calculated using the 4th year cohort as this is the only public available data.

²²The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	165	65	52%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%
2021-22	205	21	48%

ADDITIONAL EVIDENCE

The math department implemented regular looking at student work protocols that enabled them to identify trends and plan for instruction. They used project based learning to introduce mathematical concepts, provided exemplars, individualized and small group instruction. While a smaller number of students tested in both fall and spring, the growth for these students indicates these instructional efforts are increasing student math proficiency.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

RESULTS AND EVALUATION

Unfortunately due to multiple instructional vacancies last year we were unable to offer consistent structured math interventions and therefore are unable to report data for this measure. We plan to offer math interventions in the coming school year.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programmed for Mathematics Intervention	Number of Students Programmed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	15	4	25%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%
2021-22	No Data	No Data	No Data

ADDITIONAL EVIDENCE

None.

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM II cohort 2016’s math passage rate of 48% is lower than cohort 2015’s math passage rate of 62%, therefore not meeting this measure.

As mentioned previously the math department as well as ELA partnered with ANET and were trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery based learning model, as well as increase interaction and meaningful assessment opportunities.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort²³

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%
2016	2021-22	47	3	20	45%

²³ Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL CONTEXT AND EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2021-22, AIM II did not achieve any of the three measures, with data available, in the high school mathematics goal. Two measures were not applicable for school year 2021-22 and there was no data for one measure.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	Not Achieved
Absolute	Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	No Data Available
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

In school year 2021-22, AIM II did not meet its goal for students to become proficient in the application of mathematical skills and concepts as evidenced by the absolute and growth measures cited above. We are committed to supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II is continuing its partnership with ANET to continue to build the capacity of instructional leaders and teachers to use formative assessment data to drive instructional design.

AIM II is committed to continuing to meet all of the measures for the high school mathematics goal in the coming school year and plans to continue improving outcomes by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II’s instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed

decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

STAR Math will continue to serve as the school's universal screener and diagnostic assessment. All students will take the STAR Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

GOAL 5: SCIENCE

Goal 5: SCIENCE

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year. Our lead teacher is working on professional development around the transfer learning routine.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents science exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents science exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Thirty-three percent of students in AIM II’s 2016 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. It should be noted that a total of 29 students, 5 with no valid score and 24 who had previously sat for the exam, earned Regents exemptions. Therefore 91% of students in cohort 2016 met the science Regents requirement for graduation. The decline from the previous cohort can be attributed to cohort 2016 missing three opportunities to resit for a science Regents exam.

AIM II was not able to meet this measure but the school provided co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. In-Person and well as Google classroom resources were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped science teacher teams to provide targeted support to students.

Additionally, the science team implemented a series of learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort²⁴

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	9	53%
2013	2018-19	32	0	20	63%
2014	2019-20	28	1	20	74%
2015	2020-21	48	5	24	56%
2016	2021-22	47	5	14	33%

ADDITIONAL EVIDENCE

As indicated in the table below, 35% of students in the 2017 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 33 students earned Regents exemptions. Therefore, 89% of students in cohort 2017 have met the science Regents requirement for

²⁴ Based on the highest score for each student on any science Regents exam

graduation prior to the start of their sixth year. In addition, 78% of students in cohort 2018 have passed or earned Regents exemptions for the science Regents requirement for graduation.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁵	Number in Cohort	Percent Passing ²⁶
2016	60	33%	51	36%	47	33%
2017	62	29%	70	31%	55	35%
2018	34	21%	64	22%	65	40%
2019	22	0%	35	0%	59	13%
2020			27	5%	53	3%
2021					27	4%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	29	0	14	91%
2017	55	33	1	15	89%
2018	65	32	0	19	78%
2019	59	28	0	4	54%
2020	53	14	0	1	28%
2021	27	3	0	1	14%

Goal 5: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.²⁷

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

A consistent science team plays an integral part in achievement, as well as recurring professional development internally and externally. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day and in Saturday School. Lab hours were also integrated during the school day and provided additional support for students around Regents content.

²⁵ Percent passing among students with valid score

²⁶ Percent passing among students with valid score

²⁷The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2021-22, AIM II did not achieve either of the of the two measures in the high school science goal. One measure was not applicable for school year 2021-22.

ACTION PLAN

The school will utilize an action-planning tool that supports teachers in using the mock Regents data to determine content and skills to target during Regents prep sessions. The science team will use more literacy routines in their everyday practice, to address students' reading levels, as well as professional development and student input to garner engagement. Students will also be in the actual lab setting, to provide the real world experience.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions social studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents social studies exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that

achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Thirty-one percent of students in AIM II’s 2016 cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. It should be noted that a total of 31 students, 11 with no valid score and 20 who had previously sat for the exam, earned Regents exemptions. Therefore 89% of students in cohort 2016 met the science Regents requirement for graduation. The decline can be attributed to cohort 2016 missing three opportunities to resit for a social studies Regents exam.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. In-person instruction with Google classroom resources were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The director of instruction - special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped social studies teacher teams to provide targeted support to students.

Additionally, the social studies team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort²⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	14	82%
2013	2018-19	32	0	15	47%
2014	2019-20	28	0	17	61%
2015	2020-21	48	5	20	47%
2016	2021-22	47	11	11	31%

ADDITIONAL EVIDENCE

As indicated in the table below, 38% of students in the 2017 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 30 students earned

²⁸ Based on the highest score for each student on a social studies Regents exam

Regents exemptions. Therefore 82% of students in cohort 2017 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition 66% of student in cohort 2018 have passed or earned Regents exemptions for the social studies requirement for graduation.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁹	Number in Cohort	Percent Passing ³⁰
2016	60	25%	51	26%	47	31%
2017	62	18%	70	24%	55	38%
2018	34	0%	64	2%	65	10%
2019	22	0%	35	0%	59	8%
2020			27	0%	53	8%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	31	0	11	89%
2017	55	30	0	15	82%
2018	65	39	1	3	66%
2019	59	19	0	3	37%
2020	53	4	2	4	19%
2021	27	3	0	0	11%

Goal 6: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.³¹

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

ADDITIONAL CONTEXT AND EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2021-22, AIM II did not achieve the of the one measure, with data available, in the high school social studies goal. One measure was not applicable for school year 2021-22.

²⁹ Percent passing among students with valid score

³⁰ Percent passing among students with valid score

³¹The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

ACTION PLAN

The social studies team will take part in New Visions curriculum professional development sessions. The team will continue to focus on incorporating literacy routines into their practice.

GOAL 7: 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 7: 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

AIM II’s ESSA accountability status for 2021-22 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

It should be noted that the ESSA accountability system evaluates fourth year cohort outcomes, which does not align to our school’s model of serving overage and under-credited students.

ADDITIONAL EVIDENCE

AIM II just completed its first year of its current accountability period and its status was CSI. During the previous accountability period AIM II was in good standing its first year and then received a CSI status for the following three. It should be noted that AIM II has not had an opportunity to exit its CSI status due to COVID-19.

Accountability Status by Year

Year	Status
2019-20	CSI
2020-21	CSI
2021-22	CSI