

INSTRUCTIONS / NOTES

FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



Amber Charter School East Harlem
2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

By Kirsys Gomez

220 East 106th Street
New York, NY 10029

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Sashemani Elliott prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
John Gutierrez	Board Chair	Executive Committee and Ad hoc member of all board committees
Amador Centeno	Vice Chair	Executive and Facilities Committee
Soledad Hiciano	Secretary	Executive and Development Committee
Frank Aldridge	Treasurer	Executive and Finance Committee
Kelly Combs	Trustee (resigned May, 2022)	Facilities Committee
Timothy Day	Trustee	Facilities Committee
Robyn Epps	Trustee	Development Committee
Li'Esha Garcia	Trustee	Finance Committee
Miguelina German	Trustee	Education Committee
Lindsay Marino Long	Trustee	Development Committee
Brad Olsen	Trustee	Finance Committee
Jenna Pantel	Trustee	Development and Education Committee
Brian Quillin	Trustee	Education Committee
Vasthi R. Acosta	Trustee (Retired June 2022)	Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board	

Mr. Matthew Bull has served as the Principal since 2019.

SCHOOL OVERVIEW

Founded in 2000, Amber's mission reads:

Our mission - to provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.

Amber East Harlem (EH) served 374 students in 2021-22 in grades K-5. Our students were approximately 27% African American, 55% Latino, and 18% White/Asian/Multi-racial and other, with 91% eligible for free and reduced lunch. There were 46% male and 53% female students.

This year we had 20 classes in grades K-5. The final student body count was 374 students in June.

In literacy the curriculum was *Into Reading* from Houghton Mifflin Harcourt. In math the curriculum was *Into Math* also from Houghton Mifflin Harcourt. The science curriculum program used was *Science Fusion* - while also leveraging its online learning platform to enrich the learning experiences of our students. The social studies curriculum entitled *New York Social Studies* is published by McGraw-Hill. In addition, Amber continued to offer specialty classes in reading intervention, technology, Spanish, visual arts, music, and physical education.

Amber continued to serve the whole child by ensuring that the enrichment opportunities offered also included blocks of time dedicated to Social Emotional Learning [SEL]. This support was critical during our return to school and supported the healing from the trauma stemming from COVID-19. We continued to use Harmony SEL as our foundational SEL program. We also offered book clubs, lunch gatherings, and more while also leveraging our virtual platforms to invite students to celebrate their achievements with the community. The safety and healing of the community we serve continues to be at the center of our work.

Our staff also returned with the heavy burden of COVID-19 disruptions to their personal and professional lives. In light of the diverse needs of our staff, we continued gathering insight as to what felt safest for our staff and messaged the everchanging guidelines from the CDC and other authorities. We also provided choices to staff to develop their practice in asynchronous and in person ways. As we grow, we continue to practice the community by hosting focus groups designated by role to inform our decisions for the upcoming year as well. In this last year, we also committed to bringing to the forefront our human rituals and celebrations, through our committees re-launching at our schools. These address everything from student interventions, to celebrating our staff. Both necessary as we collectively and in community made sense of education during COVID-19. Community is a character trait of the Amber Way and it is what holds all stakeholders together.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2017-18	103	104	85	80	69	55	496
2018-19	117	103	90	81	69	66	526
2019-20	98	90	96	78	71	65	498
2020-21	86	85	91	90	72	66	490
2021-22	34	70	79	77	76	61	397

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

BACKGROUND

Amber Charter Schools utilized Houghton Mifflin Harcourt’s [INTO Reading](#) curriculum programs for core English language arts instruction. This program is Common Core State Standards and New York Learning Standards-aligned and received “meets expectations” ratings from EdReports.¹ To supplement our core programs, all students utilize [i-Ready ELA](#) which offer computer-based lessons, which are aligned to our iReady diagnostic assessments and can be tailored to enrich each child’s learning experience. [Raz Kids](#), which offers tailored and targeted learning experiences, continued to be utilized. Amber Charter School Kingsbridge students are familiar with both of these platforms.

Professional development to the faculty was offered during our August Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. We provided informal and formal feedback to all staff members to gauge how plans, whether tailored to the staff member, or the overall school goals, needed to adjust or become codified.

¹[EdReports INTO Reading 2020](#), [EdReports INTO Math 2020](#)

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA.

I-READY

2021-2022 iReady ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	197	120%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	40	142%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	118%	33	125%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	184	30%	No

End of Year Performance on 2021-22 iReady ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

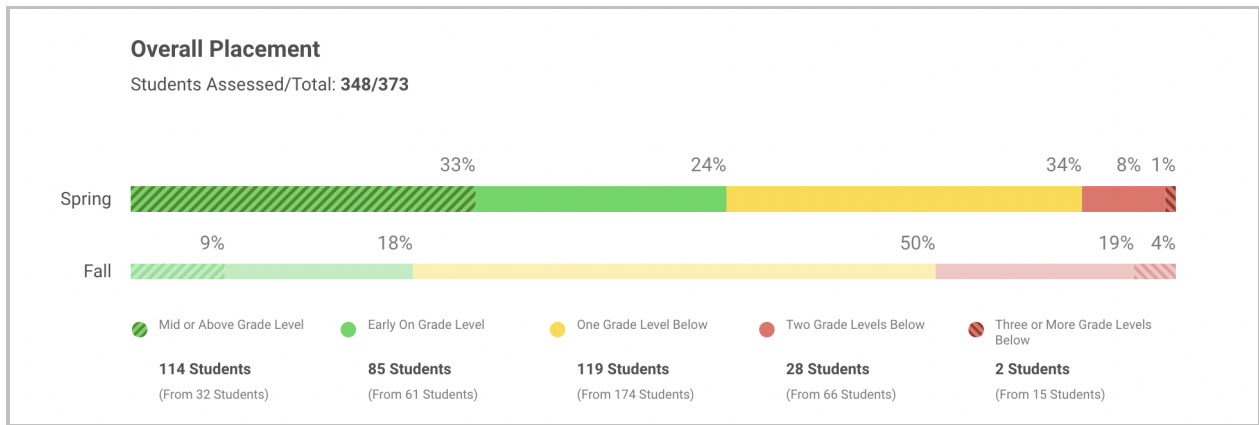
² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3rd	31%	71	30%	66
4th	30%	69	31%	64
5th	28%	57	30%	54
6th	30%	197	30%	184
All	31%	71	30%	66

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	114	71
4	115	69
5	155	57
6	120	197
All	114	71



Results and evaluation

While we returned to 100% in person, we were plagued with multiple classroom closures, a network shutdown in January due to widespread COVID cases and many We will continue to

examine students; academic progress throughout the 2022-2023 school year to understand how recovery and growth unfold amid an ongoing pandemic given these results are not reflective of what we historically have evaluated in the past.

As evidenced from the table above, during the 21-22 school year, Amber East Harlem celebrated that they were able to increase students ending the year at the 'mid', and 'above grade' level range. Overall, East Harlem saw growth from 27% of students performing at that mid or above to a total of 57% when comparing the baseline and the endline (May). This shows a 30% increase from fall to spring assessments overall.

ADDITIONAL CONTEXT AND EVIDENCE

Amber met and exceeded three of the four iReady measures in the 2021-22 school year. Despite the challenges of shutting classes down due to COVID-19 exposure, our children demonstrated tremendous growth. We did not meet measure 4, *"each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment"*.

The children in these grades, no matter how long they have been at Amber, had the most interrupted learning experience in which they were pulled from traditional learning during the most important learning and major standards of their grade. To ensure that we are filling these learning opportunity gaps in the coming year, we have begun constructing a plan in which intervention for returning Amber students will begin as soon as possible. We will also administer our iReady diagnostic earlier this school year in anticipation of looser COVID protocols which prohibited us from testing all children in-person in September last school year. This early data means we can begin intervention with accurate data sooner rather than later.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Action Plan

Instructional coaches and teachers focused on children in the middle (cusp) or the yellow section of the graph because we understood that with concerted efforts to support those students who were one grade level behind, we could help them make gains without falling further behind. As a result, there was a reduction of 16% of students in this cusp category indicating that children are moving forward but more support and ongoing support remains necessary.

Given that there are still many children who remain at one grade level (34%) or more below (9%), we intend on moving forward during the 2022-23 school year with a focus on targeting student growth in smaller groups for instruction and to continue reducing the student to teacher ratio as often as possible. Additionally, we intend to provide more opportunities for more phonics instruction in the lower grades and comprehension strategies in the upper grades. Additionally, we also want to launch the year with a focus on student stretch goals and providing visibility into what they are from the start of the year.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

BACKGROUND

[Into Math](#) from Houghton Mifflin Harcourt is the curriculum implemented at Amber East Harlem. This curriculum has a strong alignment to the Next Generation State Standards. This program received “meets expectations” ratings from [EdReports](#). The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners. Another important factor in using this program is its robust technology component called [Ed Your Friend in Learning](#). While students did receive hardcopies of curriculum materials, students mostly engaged with their books in a digital and interactive way.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. Particular attention was paid to the adjustment to virtual instruction and best practices surrounding the learning curve associated with virtual learning. We focused first on the effective roll-out of technology usage and then students and staff were equipped with the tools to take advantage of the digital curriculum.

In 2019-20 we launched iReady testing school wide which was conducted three times during the school year to measure student progress in grades K-5 and followed the same formula during the 21-22 school year. The data from this assessment was examined by the classroom teachers, instructional leadership, and the governing board. The data was used to drive instructional practice and academic interventions. Focal points included alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady’s ability to prepare students for New York State assessment student performance. Since the COVID-19 pandemic persisted during the school year, we were able to pivot and provide instructional support to our students via the i-Ready platform at home. Although we had to change the course a couple of times during the school year due to closures, we were happy to use the programs we leveraged at school to support students and caretakers while they were at home. Additionally, to support our students in the older grades, we continued to leverage our teacher assistants and tutors to provide high-dose tutoring for as many students as possible to accelerate learning.

ELEMENTARY AND MIDDLE MATHEMATICS

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

INTERNAL EXAM RESULTS

METHOD

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school primarily used the iReady assessment to measure student growth and achievement in mathematics.

2020-21 iReady Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	197	104%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	57	113%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	100%	33	113%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	184	14%	No

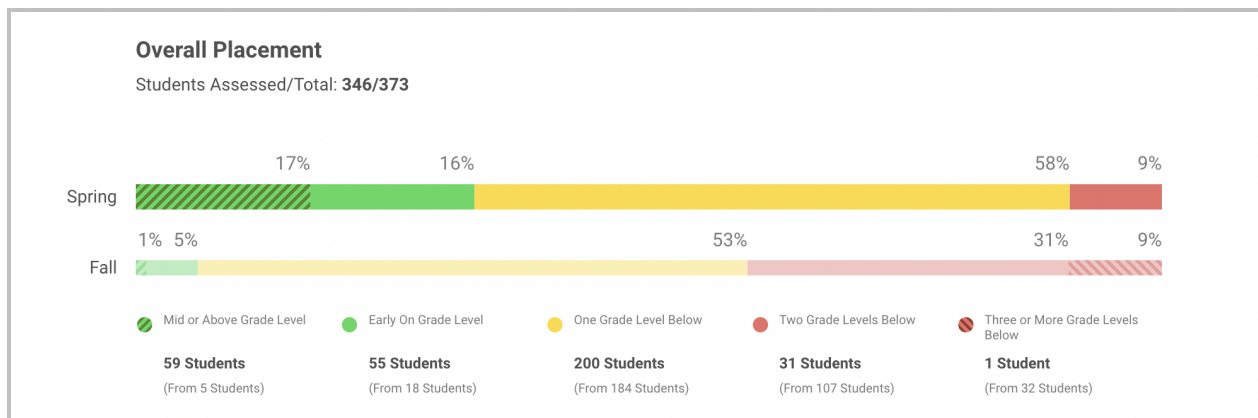
³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

End of Year Performance on 2020-21 iReady Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	3%	71	3%	66
4	19%	68	21%	63
5	17%	58	18%	55
All	13%	197	14%	184
	3%	71	3%	66

End of Year Growth on 2020-21 iReady Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	88	71
4	120	68
5	109	58
6	104	197
All	88	71



As evidenced from the table above, during the 21-22 school year, Amber East Harlem celebrated that they were able to increase the number of students ending the year on grade level. In Math, the percentage went from 6% during the first administration of the assessments, to 33%. Additionally, while 40% of students began the school year 2-3 grade levels below, that number dropped to 9%. This is commendable given the year the school had with frequent vacancies, closures, enrollment challenges and so forth; all which had severe implications for the overall progress the school community attempted to make.

ADDITIONAL CONTEXT AND EVIDENCE

Amber met and exceeded three of the four iReady measures in the 2021-22 school year. Despite the challenges of shutting classes down due to COVID-19 exposure, our children demonstrated tremendous growth. We did not meet measure 4, *“each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment”*.

Math was a struggle for our children all school year. Though we are proud of the growth we made, we are aware that there is more to be done. The inconsistencies of classroom opening and closures has a profound impact on our mathematics.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

While there were wins to celebrate during the 21-22 school year, East Harlem as an instructional community recognizes that there are improvements that remain to be made. Based on the data listed above, approximately $\frac{1}{3}$ of students remain behind grade level. Therefore, Amber East Harlem intends to partner with the New York City Mathematics [Project](#). Given our return was still disrupted by matters relating to COVID-19, we will continue to provide support our students with the social-emotional challenges they face upon their return or start to school, continue to engage our families in the work which upholds our value of COMMUNITY, and respond to the data using instructional tools best suited for the individualized needs of our students.

GOAL 3: SCIENCE

Goal 3: Science

All students at Amber charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

Amber East Harlem switched to use Science Fusion in 2017-18. Science Fusion offers students the opportunity to ask and answer questions, investigate and draw conclusions through textbook reading, digital lessons, and virtual labs. Units within each book are divided into lessons which are done weekly. Supplemental science materials used are trade books and other resources identified by the teachers to enhance the units of study covered by the curriculum. The in-house staff developer provides guidance on the implementation of the science curriculum and supplemental resources.

We especially prefer this program because each class has access to:

- Digital lessons, and hands-on labs
- Hands-on activities and virtual labs for every lesson
- Leveled Readers and Video-based to reinforce and enrich important concepts.

The Staff Developers at Amber Charter Schools also provide guidance on the implementation, and execution of the science curriculum and supplemental resources. Going into the new school year, we adjusted the pacing to strengthen our vertical alignment and support our students. Our goal is to continue to maintain the high proficiency Amber students have demonstrated in the past years.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in the Spring of 2022.

RESULTS AND EVALUATION

At the completion of this document, the official New York State test results have not been released. We are unable to report this measure formally, until the statewide embargo has been lifted.

Charter School Performance on 2021-22 State Science Exam

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Amber East Harlem met its accountability goal in Science. It is impossible to know if Amber has met the comparative measure since district scores were not made public.

ACTION PLAN

Amber is researching a new curriculum for science to ensure our students learn these standards and are prepared for the new 5th grade science exam in the 2023-24 school year.

GOAL 4: ESSA

All students at Amber Charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Amber East Harlem is in good standing.

Accountability Status by Year

Year	Status
2019-20	Amber East Harlem is in good standing.
2020-21	Amber East Harlem is in good standing.
2021-22	Amber East Harlem is in good standing.