



**New Visions
AIM Charter High School I**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Kristin Greer, Principal and
Melissa Wass, Senior Program Officer, Charter
1150 East New York Avenue
Brooklyn, NY 11212

718-269-7090

The following individuals prepared this 2022-23 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School I:

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

Trustee’s Name	Board Position	
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Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.

SCHOOL OVERVIEW

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

MISSION

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

STUDENT POPULATION

Located in East New York Brooklyn, AIM I serves students in grades 9-12, ages 16-21, and who have previously enrolled in high school. 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 2022, 153 students were enrolled in AIM I.

KEY DESIGN ELEMENTS

1. Comprehensive student supports. Every student at AIM Charter High School will receive supports to meet their social-emotional needs and equip students to be effective self-advocates with the skills to persist through graduation and beyond. These include a one-to-one case management model, advisory, counseling, integration of socio-emotional learning strategies, and other referrals or supports aligned to specific student needs.
2. Individualized development plans (IDPs). Every student will have a personalized plan to drive and assess their academic, social, and emotional learning. Both a learning and assessment tool, the IDP will track student progress toward graduation, facilitate the development of postsecondary goals, and document their readiness for post-high school education and/or career goals.
3. Intense focus on accelerating learning. Every student at AIM Charter High School will develop the literacy, numeracy, and 21st century skills needed to be successful in their postsecondary pathway. Using the schools' two-week cycle of mastery-based instruction and assessment, students will be introduced to content and skills, work towards a performance target, and receive enrichment if they have mastered the concepts and skills, extra support if they have not achieved mastery, or re-teaching if they remain off-track.
4. Postsecondary Success. Every student at AIM Charter High School will gain the skills needed to make a successful transition from high school to a post-secondary program that is well-aligned to their strengths and interests. In addition, each student will develop a postsecondary readiness portfolio and complete milestones aligned to their postsecondary interests which will be reflected in their Individualized Development Plan (IDP).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2020-21	72	49	30	29	0	180
2021-22	92	54	23	11	0	180
2022-23	54	41	31	26	1	153

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 2017 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2022-23 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 30 th
2020-21	2015-16	2015	50	0	50
2021-22	2016-17	2016	51	0	51
2022-23	2017-18	2017	27	0	27

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 homeschooling 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)
2020-21	2015-16	2015	47	37	84
2021-22	2016-17	2016	36	44	80
2022-23	2017-18	2017	24	43	67

PROMOTION POLICY

At AIM I, we provide students with academic courses that meet the graduation requirements of New York State. Our course sequences follow the [AIM House model](#). It's important to note that most students entering our school have gaps in meeting the ninth-grade requirements in any content area. Therefore, they're eligible to take the tenth-grade requirements as ninth-graders. The schedule for students' Regents assessments depends on the course sequence they're enrolled in.

GOAL 1: HIGH SCHOOL GRADUATION

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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 I 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 I, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2020-21	90%
2021-22	80%
2022-23	70%

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM I 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 I students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

Retention Rate for All Students

School Year	Retention Rate
2020-21	92%
2021-22	57%
2022-23	76%

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.

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	125	71	15%
2022-23	133	66	18%

Goal 1: Leading Indicator

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

Percent of Students in their First Year at AIM I Earning at least Ten Credits in 2022-23

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2020-21	27	15%
2021-22	36	50%
2022-23	21	71%

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 I for more than one year will earn at least eight credits.

¹ Standard 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.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I 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 I for more than one year earn at least eight credits.

Percent of Students Who Have Been at AIM I for More Than One Year Earning at least Eight Credits in 2022-23

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2020-21	140	23%
2021-22	66	45%
2022-23	95	59%

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 who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year or graduated will meet 67% of their goals for the current year, as outlined in their IDP.

Percent of Students Who Have Met 67% of Their Goals Outlined In Their IDP for 2022-23

School Year	Total Number of Students	Percent of students meeting 67% of IDP goals
2021-22	N/A	N/A
2022-23	116	34%

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM I 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 I 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 I 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.

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

School Year	Number of students who have been enrolled at AIM I for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	55	71%
2022-23	51	67%

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM I 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 I 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 I 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.

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 I for at least two years	Percent Passing at least Two Exams (including exemptions)
2021-22	24	46%
2022-23	38	61%

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 I for at least three years or more 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 I for at least three years or more 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.

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

School Year	Number of students who have been enrolled at AIM I for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	23	74%
2022-23	27	63%

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 2017 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

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2020-21	2015	84	45%
2021-22	2016	80	43%
2022-23	2017	67	34%

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

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

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](#).

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 report schools should include the district’s 2021-22 results as a temporary placeholder for the district’s 2022-23 results.

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
2020-21	2015	84	45%	807	43%
2021-22	2016	80	43%	910	44%
2022-23	2017	67	34%	TBD	TBD

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2022-23, AIM I met four of the eleven measures in the high school graduation goal.

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.	NO
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.	YES
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	NO
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.	YES
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.	NO
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.	NO
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.	YES

⁴ Standard 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.

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.	YES
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.	NO
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	NO
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	NO

EVALUATION OF THE GRADUATION GOAL

First-Year Student Retention

Seventy percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2023, therefore not met this measure. AIM I fell short of meeting this measure by ten percentage points.

AIM I’s program is designed to provide support to students who may be facing challenges with truancy or going through a difficult life crisis that could affect their ability to stay in school. First-year students who are transitioning to a new school may also experience challenges due to mental health issues, social anxiety, or a desire to pursue a GED/HSE program. To help students overcome these obstacles and continue their education, our attendance and programming specialists work closely with students and their families to identify strategies and create personalized plans. We also provide additional support through homeschooling or mental health services as needed. Additionally, we partner with Advocates for Children (ACS) through social work services to ensure students receive comprehensive support. The following are reasons why students disengaged with the school:

- Relocation to another state
- Need to work to support family
- GED
- Parenting, pregnant, expecting
- Incarceration
- Court-involvement
- Hospitalizations
- Bereavement
- Mental health (social anxiety, clinical and debilitating depression, etc.)
- Working during school hours
- Requesting virtual school option
- Requesting evening program
- Requesting a residential school program (Job Corp)

⁵ 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](#).

- Financial distress (housing and food insecurities)

AIM I prioritizes attendance outreach planning through goal-setting, retention planning, and intervention planning. These plans incorporate in-person support, attendance events, family counseling referrals, truancy intervention plans, and redefining the attendance plan. Each truant student's attendance plan included elements of interventions and incentives, as listed below:

- Attendance display board: communication of attendance goals and monthly averages
- Student recognition for perfect attendance
- Attendance award certificates (award nights)
- Principal's Breakfast
- Waffle Wednesday
- School attendance trips
- Positive phone calls
- Ice cream socials
- Pizza parties
- Class competitions
- Raffles for prizes
- Use of social media to post incentives and high engagement
- Recognition of growth in attendance

All Student Retention

Seventy-six percent of all students who were enrolled as of BEDS day were retained through June 30, 2023, therefore meeting this measure and exceeding it by six percentage points. In addition, there was a 19 percentage point increase from last school year.

We found that many long-term absent (LTA) students were struggling to stay engaged in school. Through data analysis, home visits, and attendance outreach efforts, we discovered that some students experienced significant life changes that caused them to leave AIM I. However, with the support of our attendance and programming specialist, some long-term absent students were able to re-engage. The specialist worked with each student to overcome barriers and provided additional programming support, such as homeschooling or mental health services. We also partnered with ACS through social work services to help students stay engaged. Sadly, some students did not re-engage and either became or remained, which led to their discharge and affected our school's overall enrollment and retention rate.

Self-Management Skills - DESSA

Eighteen percent of students with both fall and spring DESSA scores showed significant improvement in their Self-Management skills T-score, therefore not meeting this measure. Although AIM I school fell short of meeting this measure by 47 percentage points there was a three percentage point increase from last year.

To address the lowest rated SEL competency, Self-Management, based on the DESSA assessment, AIM I employed the following interventions:

- National Cares Mentoring Program, was utilized as a wellness and leadership development program. This year 21 students participate twice a week, as part of our advisory and SEL model.
- New Heights Communication delivered bi-weekly conflict resolution workshops to students who were identified as student leaders, to learn and become peer mediators for conflict resolution.
- Brooklyn Beats, a music production and SEL organization provided the Arts Career Pathway with an embedded beat-making course, tailored to AIM I students and their interests. Students in this

pathway learned Social Awareness and Self-Management and further developed their artistic skills.

- Students completed three training sessions on the iDEAS Empowered by Youth curriculum for the 21st century advisory, with an emphasis on Self-Management, in Trimester 1.
- Advisors and social workers attended a training session that provided an overview of the iDEAS Empowered by Youth curriculum which focused on the teaching/facilitation of the curriculum and data collection through focus groups. They also received a scope and sequence for Trimesters 1-3.
- Staff were informed of the data collected, the research, and the progress of advisory during data huddles, with the alignment of data to the IDP/ Accountability Report for each student.

Additionally, AIM I solidified partnerships to support meeting this measure. This year we established partnerships that support our Empowerment, Pathways, Internships & Certifications (EPIC) model. This model helps students develop their postsecondary goals and acquire various skills and certifications. Currently, we offer ten programs that enhance social-emotional learning and career readiness among our students. Our partnerships also include mentorship programs such as PURE LEGACEE, Brooklyn CARES, and New Heights Communication. Through these programs, our students learn to become self-advocates, peer mentors, and activists, and develop conflict-resolution skills.

Our top SEL vehicle for teaching scholars how to develop Self-Management, Social Awareness, and Self-Awareness competencies is through our partnership with Urban Assembly and utilizing Rhitim. The Urban Assembly partnership with AIM I supports the school's SEL team in making data-informed decisions from the DESSA assessment and analyzing students' SEL growth twice a year. Students receive their results and can implement changes accordingly. Rhitim is an SEL wellness program designed to assist with emotional regulation and a tool used to meet our students' needs. The program utilizes a daily emoji check-in which indicates to teachers and advisors how ready students are to learn and more generally how they are doing and navigating throughout the day.

Finally, the school implemented a 21st century skills advisory model for all advisories to enhance students' Self-Management skills, communication, teamwork skills, citizenship and social responsibility, and information technology communication proficiency. AIM I saw improvements in SEL scores across all competencies except goal-directed behavior (minimal changes in both the pre-test and post-test scores). However, relationship skills, decision-making, and personal responsibility saw the greatest improvement.

Credit Accumulation

Seventy-one percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2023, earned at least ten credits, therefore meeting this measure and exceeding it by six percentage points. In addition, there was a 21 percentage point increase from last year.

Fifty-nine percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2023 earned at least eight credits, therefore not meeting this measure. Although AIM I fell short of meeting this measure by six percentage points, there was a 14 percentage point increase from the previous year.

AIM I developed targeted approaches to meeting the academic growth needs of first-year and returning students. This included the school leadership team creating a plan of action at the beginning of the year for these two measures that was reflected on and adjusted mid-year based on the following qualitative and quantitative data:

- Trimester outcomes and interim course progress

- Monthly progress updates in board meetings
- Quarterly reflections with leadership peers at Charter Principal Convenings
- Weekly scholarship report/data huddles/Strategic Data Cycle (SDC) data reports
- Trimester credit accumulation
- Success Plans for students off-track

Additionally, we believe that the refinement and enhancement of the following AIM I programs/initiatives led to this improvement:

- First-year students were acclimated to their credit goals for the year during new student orientation, while also participating in new student boot camps before classes started. Additionally, first-year students met with their advisors at least once a month to track their growth and development.
- Staff engaged in discussions and activities around data gathering and analysis via SDCs and department data huddles to monitor the growth, development, and achievement of both first-year and returning students. Additionally, this dedicated time enabled reflection time to strategize for departmental areas of improvement.
- Our Blended Self-Paced Mastery Model supports students and teachers with progress tracking, enhancement of small group work, and additional support through individual or small group instruction targeted for students who needed an opportunity to retake their mastery assessment.
- To meet the needs of students, instructional support included the New Visions Curriculum and Instruction team providing coaching to teachers and AIM I's instructional leadership team (ILT) for curriculum development and lesson plan feedback; utilizing Read180 and Freckle Math to meet the literacy and math intervention needs of students; and offering Saturday School each trimester for students who needed additional academic support and to participate in a Regents prep program.
- We leveraged our partnership with ANet this year to develop and build our teachers' capacity to use data to inform instruction for all students. The instructional team spent time at the beginning of Trimesters 2 and 3 analyzing ANet interim assessment (IA) and mock Regents data, action planning around this data, and tailoring instruction based on the action planning.
- Student support initiatives included the development of Success Plans for students struggling to meet their credit accumulation goal (via Off-Track Contracts and Success Agreements) and an Accountability Model, which included a focus and tracker to support targeted conversations with students. This year, conferences with staff and their designated accountability students were held during one period of the school day and a Google form was utilized to record and submit notes from each conference.
- Additional student support initiatives included: AIM I's EPIC and advisory models, the creation of Individualized Development Plans (IDPs) to provide students with an opportunity to create goals, including academic goals, and structured time to revisit these goals and assess progress.
 - In addition to our already streamlined Engagement Pathways model, AIM I developed EPIC, which enhanced the existing program to incorporate opportunities for students to engage in internships and certificate programs with community partners.
- We created and formalized a process for eligible students to apply for "incompletes" towards the end of the trimester to complete unfinished coursework to support and maximize credit accumulation.

- We utilized virtual SPED teachers from iTutor in our highest-need classrooms to provide one-on-one supports and SPED co-instruction, where there were gaps due to a lack of SPED in-person instructors.

Individualized Development Plans

Thirty-four percent of students met 67% of their goals outlined in their Individualized Development Plan (IDP) for school year 2022-23, therefore not meeting this measure. Each student's IDP had four goals. It should be noted that this is the first year data for this measure is being reported.

This year students met with their academic advisors at the beginning of the school year to complete an intake process which included each student developing an Individualized Development Plan. Each student's IDP included a goal for attendance, academics, SEL, and postsecondary. Every two weeks an IDP report was sent via email to the student, parent, and accountability coach. The report outlined the student's progress on their academic goals, Engagement Pathway, SEL goals, year-to-date attendance rate, and CDOS completion. During accountability conferences, students met with their coaches and reviewed their plans. Each coach had approximately 6-8 students on their caseload.

Unfortunately, we experienced challenges with students meeting 67% of their IDP goals. More specifically, low student attendance negatively impacted the consistency of students meeting with their accountability coach to discuss their IDP goals and progress towards meeting those goals. One way we tried to mitigate this challenge was to have coaches reach out to parents via phone calls or Zoom meetings. This was a way to hold parents accountable for their child's growth and progress towards meeting their IDP goals.

Passing 1+ Regents for Students Enrolled at least One Year

Sixty-seven percent of students enrolled at AIM I for at least one year 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 I met and exceeded this measure by 17 percentage points.

At the commencement of the academic year, AIM I put into place an assessment framework that was aligned with the AIM I instructional model and implemented interim assessments (IAs). One of the school's goals for the year was to implement IAs and data analysis protocols in all ELA and math classes in order to differentiate and personalize instructional support for students working towards mastery, each trimester. AIM I also implemented mock Regents and utilized data analysis protocols, three times a year, in all social studies and science classes in order to differentiate and personalize instructional support for students working towards mastery.

This resulted in significant curriculum modifications with the ongoing implementation and deepening of the school's Mastery Learning Framework. The ELA and math teams continued to employ the ANet Quiz Tool to create ANet assessments that were aligned with the New Visions Curriculum. These assessments were utilized as the mastery assessment for each course and provided students with rigorous assessments, preparing them for the Regents exam. In the same vein, the science and social studies teams utilized prior Regents exams to create mastery assessments that were aligned with the New Visions Curriculum. These assessments provided students with the practice they needed to familiarize themselves with the content of the Regents exam.

The implementation of ANet IAs was marked by notable achievements throughout the academic year. For instance, we saw great results and consistent growth throughout the year in algebra, there was some growth in the initial year of implementation in geometry, and ELA 9-10 consistently used the ANet Quiz Tool for mastery checks and assessments, which led to increasing results and thus impacted ELA 11-12 growth. Teachers continued to meet in departments with the ANet coach and ILT to analyze assessment

data using ANet protocols. In addition, all instructional staff planned modules to show evidence of using ANet assessment data to inform instruction.

Furthermore, AIM I incorporated a synchronized process in the social studies and science departments by implementing mock Regents into the academic program to prepare students and staff for the Regents exams. Teachers used the data from these mock Regents to determine the areas of growth for students and prioritize the standards that required focus to further inform their plans for instruction. The ILT established guidelines and a schedule for mock Regents, clear data analysis protocols, and accountability surrounding teacher deliverables to meet the school's goal, mitigate learning loss, and meet this metric.

To ensure accountability, AIM I furthered the accountability model by ensuring that each student and family received bi-weekly reports that aligned with their IDP goals. The accountability report provided students with progress and the coach's recommended interventions. Students requiring specific Regents intervention were referred to the Regents prep academy to focus on alternative options for preparing for the exams beyond the classroom.

Passing 2+ Regents for Students Enrolled at least Two Years

Sixty-one percent of students enrolled at AIM I for at least two years 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, therefore meeting and exceeding this measure by one percentage point and improving 15 percentage points from last year.

The school implemented various initiatives, including a rubric for assessing house promotion based on IDP goals and Regents exams. Every month, students receive their on-track rating to help them track their progress toward house promotion and graduation. All school-wide events prioritize student development and ensure students are on track.

At the start of the school year, students who were not on track to earn points for their house were given personalized intervention plans to help them catch up. This approach effectively improved the student's focus and preparation for the year, ultimately supporting their progress toward staying on track. These customized plans placed emphasis on achieving a Regents goal as a key priority for the year.

In addition to our assessment and data analysis model, the ILT focused on teachers' pedagogical development. Specifically, this year, teachers developed skills and knowledge in the following areas:

- Data analysis - aggregate and disaggregate
- Utilizing rubrics - norming and grading
- Using data to revise student misconceptions
- Reflecting on unit/lesson planning and teaching
- How to effectively look at student work as a way to improve student success

AIM I increased the frequency of assessments to enhance students' capacity and testing prowess. Additionally, the school's leadership and instructional teams measured, reflected on, and adjusted instruction based on qualitative and quantitative data after each round of assessments. We utilized co-teacher planning time, department data huddles, teacher supervisory check-ins, teacher/co-teacher coaching sessions, and department coaching sessions to review and reflect on the data which included three sets of ANet IAs for ELA and math, two rounds of mock Regents, and January Regents.

After each IA and mock Regents administration, the ILT implemented an action planning process to support teachers with effective data analysis, discussion, grading, and reflection. The ILT and external coaches reviewed qualitative data from the first set of IAs and received feedback from teachers, which led to the decision to develop teacher capacity through this process. As a result, the action planning

process continued after the remaining assessment administrations, and data huddles/meetings were held to provide ongoing support, data analysis, and lesson differentiation.

Passing 3+ Regents for Students Enrolled at least Three Years

Sixty-three percent of students enrolled at AIM I for at least three years 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.

The school has been working hard to improve its performance in meeting this metric, but unfortunately fell short by four percentage points. However, the school has been taking proactive measures to close the gaps between credit accumulation and Regents completion, which is a positive step towards improving student outcomes. While there has been progress in increasing credit accumulation among students, there is still a noticeable gap for students who did not meet this goal. To bridge this gap, the school recognizes the need for additional support, wraparound services, and instructional support for students within this subgroup. Moving forward, the school is committed to addressing this issue and providing the necessary resources to help all students succeed.

Sixth-Year Graduation Rate

Thirty-four percent of students in AIM I's 2017 Cohort graduated after six years, therefore not meeting this measure and decreasing nine percentage points from the previous year. The decrease can be attributed to students in the sixth-year cohort aging out and experiencing clinical depression and anxiety.

Although AIM I did not meet this particular measure, it is imperative to note that the school is unwavering in its commitment to improving outcomes for sixth-year graduates. Our students have several options to ensure their success, including enrollment in HSE/GED programs, Young Adult Borough Centers, homeschooling, or alternative paths to victory. It is crucial to mention that AIM I primarily serves students who face significant challenges, such as difficulty re-engaging with high school and barriers to academic success due to factors like parenting, court involvement, and foster care. At the start of the school year, there were 11 active sixth-year cohort students. Of the 11 Cohort 2017 students four graduated in June 2023, one student is still enrolled at AIM I, one student enrolled in another transfer high school, and five students became disengaged and were discharged due to long-term absence.

As students enter their sixth year of high school, they are met with a surge of responsibilities and the need for increased maturity. Our ultimate objective is to ensure that these students have the necessary support to successfully complete high school and make informed decisions regarding their future. We achieve this by continuously refining and improving our approach through the following initiatives:

- AIM I continues to refine the intake process and furthered its social-emotional learning program.
- AIM I continues to focus on conducting a social-emotional assessment (to assess students' overall well-being, capacity, self-motivation, and resiliency), an embedded advisory program, and accountability plans for success. In addition to social-emotional support, the school provides individualized and targeted support toward graduation, which includes re-engagement, graduation, and transition plans.
- As mentioned in previous measures, AIM I utilizes an accountability coach system, where coaches meet with their students on their caseload to review their attendance and credit accumulation data. This year, AIM I enhanced this model by refining the IDP that coaches use to conference with students. Students created goals at the beginning of the year, and these were documented on the IDP and reflected upon during conference meetings with coaches.
- AIM I continues to utilize leadership data huddles, which are 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 data housed in the New Visions Data Portal.

- AIM I implemented on-track and off-track agreements to help with the success of students' academics, credit accumulation, and outcomes.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school-staff collaboration. AIM I will continue to target interventions for students in the sixth-year cohort, for their ultimate success by having the college and career counselor (CCC) and the attendance and programming specialist meet weekly to discuss the overall progress of these students. The CCC will begin meeting with the sixth-year cohort students at the beginning of September to increase our sixth-year cohort outcome and create a comprehensive plan for each student to successfully graduate.

Comparative Graduation Rates

Thirty-four percent of students in AIM I's 2017 Cohort graduated after six years compared to 44% of students in the 2016 Cohort from comparable transfer high schools, therefore not meeting this measure. School data for comparable transfer high schools' 2017 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

First-Year Student Retention

AIM I faced obstacles in meeting its retention goal for first-year students due to various factors. The targeted population of AIM I comprises students who have previously disengaged from education. In order to engage first-year students, AIM I employs a range of interventions and incentives. However, the complexities of re-engaging students has hindered AIM I's ability to meet the 80% retention target for first-year students. AIM I has primarily focused on partnering with personalized partners, like a point person from a community-based organization or a trusted family member or friend; establishing new partnerships, and revising its discharge process to re-engage students, by proactively conducting conferences before students are deemed a long-term absence (LTA). As mentioned previously, AIM I also collaborates with community partners, such as ACS, to support outreach. The attendance and programming specialist meets with ACS interns assigned to AIM I each week to visit the homes of students who have not returned to AIM I or are deemed LTA. The reasons for students not returning are collected and tracked, leading to the discharge of students who are no longer engaged after BEDS day. Additionally, the AIM I social work team works with the attendance programming specialist to make recommendations for educational neglect calls to ACS for students under the age of 18. The attendance team meets regularly throughout the year to discuss plans of action, LTA progress, and discharge needs to support the school, students, and families.

All Student Retention

In the previous year, AIM I faced obstacles in meeting its retention goal for all students due to various factors. The targeted population of AIM I comprises students who have previously disengaged from education. To address these factors, AIM I employed a range of interventions and incentives to engage students, thus allowing AIM I to meet its retention goal of 70% for students. AIM I has primarily focused on partnering with personalized partners, like a point person from a community-based organization or a trusted family member or friend, establishing new partnerships, and revising its discharge process by conducting conferences before students are deemed LTA, to re-engage students. As mentioned above, AIM I also collaborates with community partners, such as ACS, to support outreach. The attendance and programming specialist meets with ACS interns assigned to AIM I each week to visit the homes of

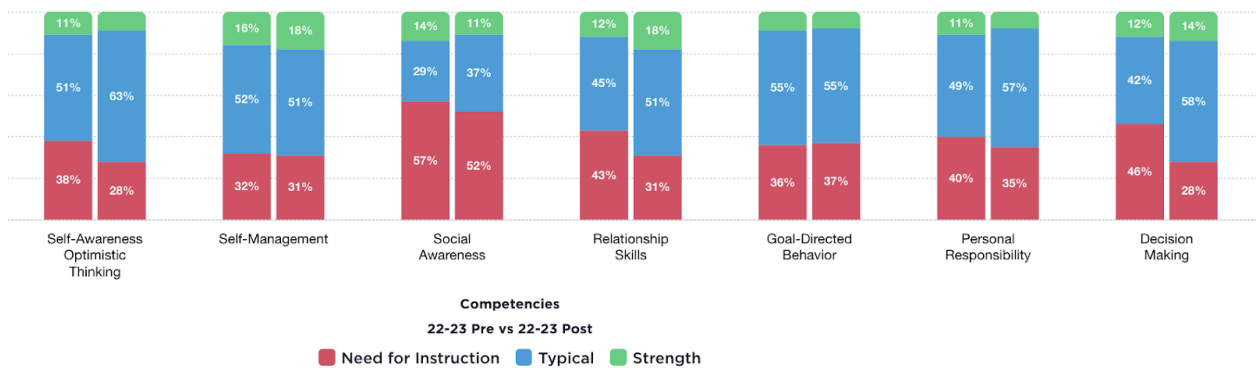
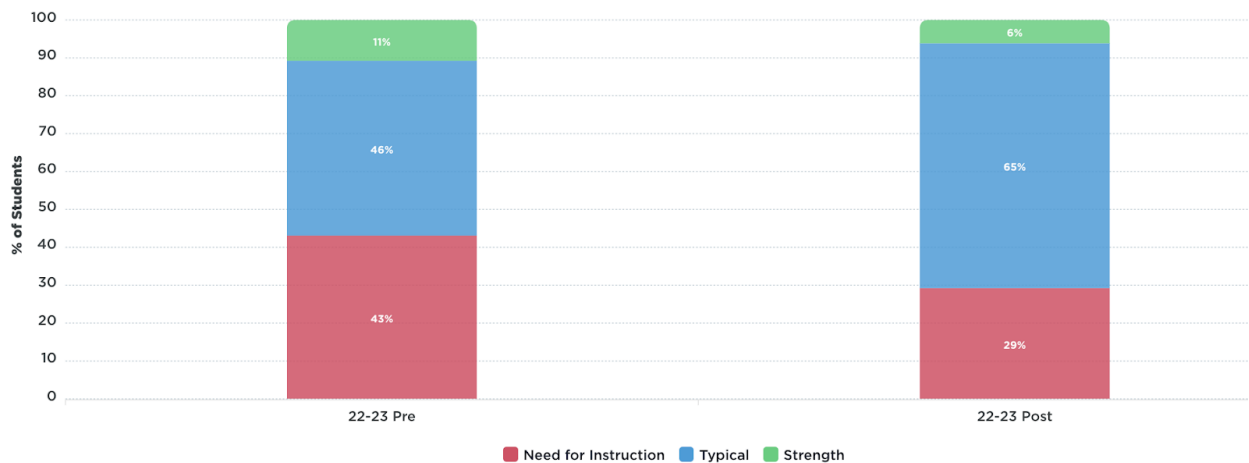
students who have not returned to AIM I or are deemed LTA. The reasons for students not returning are collected and tracked. For some of the LTA students interventions are put in place, like planning conferences and recommending educational neglect calls to ACS for students under the age of 18, leading to students reengaging and others may be discharged who are no longer engaged after BEDS day. Additionally, The attendance team meets regularly throughout the year to discuss plans of action, LTA progress, and discharge needs to support the school, students, and families.

Self-Management Skills - DESSA

Students' DESSA scores increased from fall to spring. The percentage of students with "Need for Instruction" scores decreased from 43% to 29%, while those with "Typical" scores increased from 46% to 65%. All students with over 65% attendance completed the DESSA pre-test assessment in the fall, and 98% completed the DESSA spring post-test assessment. As mentioned previously the competencies that saw the greatest improvement were relationship skills, decision making, and personal responsibility. Additionally, AIM I administered the bASE21 questionnaire as a pre-test and post-test as part of the 21st century advisory program. Based on the data collected from the bASE21 questionnaire the implementation of the 21st century advisory model program was a success at AIM I.

In the upcoming year AIM I will be moving towards utilizing the student self-rated DESSA which will mitigate the consistency issues that we experienced this year.

The charts below illustrate students' overall pre and post-DESSA scores as well as by competency.



First-Year Student Credit Accumulation

AIM I increased the percentage of first-year students earning at least ten credits by 21 percentage points since last school year. In addition, this is the first time AIM I has met and exceeded this measure, which illustrates the school’s continuous commitment to reflect and improve its strategies to support students on their path to graduation, which was detailed previously.

The table below provides a further breakdown of the number of credits earned by first-year students enrolled at AIM I for school year 2022-23. It is noteworthy that the second largest percentage of students earned between 5-9 credits because in previous years it has been the students who earned less than five credits. This again illustrates the continuous progress AIM I has made.

Credits Earned by First Year Students at AIM I for School Year 2022-2023		
Number of Credits Earned	#	%
Less Than 5 Credits	2	10%
Between 5-9 Credits	4	19%
10+ Credits	15	71%

It should also be noted that AIM I continues to enroll students throughout the school year. This means that students who are enrolled after BEDs day and earned ten or more credits are not captured in the data above. An additional 49 students enrolled at AIM I after BEDs day and remained enrolled through June 30th and of those students six earned at least ten credits, thus 12% of new students enrolled after BEDs day earned ten or more credits. This is a four percentage point increase from last year.

Returning Student Credit Accumulation

Although the credit accumulation measure for students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2023, was not met, the percentage of students meeting this measure continues to be on an upward trend, with a 14 percentage increase from last year. In addition, this is the highest percentage AIM I has ever had for this measure thus illustrating the school's continuous growth.

The table below provides a further breakdown of the number of credits earned by students who have been enrolled at AIM I for more than one year for school year 2022-23.

Credits Earned by Students Who Have Been at AIM I More Than One Year for School Year 2022-2023		
Number of Credits Earned	#	%
Less Than 4 Credits	26	27%
Between 4-7 Credits	13	14%
8+ Credits	56	59%

Individualized Development Plans

The table below provides a further breakdown of the number of IDP goals met by students’ attendance rate for school year 2022-23. As shown in the table, students with higher attendance met more of their IDP goals. More specifically, 72% of students with an attendance rate of 60% or higher met three or more goals on their IDP. As mentioned previously low attendance was a barrier to students successfully meeting at least three out of four goals on their IDP.

IDP Goals Met by Attendance Rate for School Year 2022-2023										
Attendance	Students		0 Goals Met		1 Goal Met		2 Goals Met		3+ Goals Met	
	#	%	#	%	#	%	#	%	#	%
0-20%	24	21%	19	79%	4	17%	1	4%	0	0%
20-40%	22	19%	9	41%	5	23%	7	32%	1	5%
40-60%	27	23%	3	11%	8	30%	8	30%	8	30%
60-80%	24	21%	0	0%	3	13%	8	33%	13	54%
80-100%	19	16%	0	0%	0	0%	1	5%	17	95%
Total	116		31	27%	20	17%	25	22%	40	34%

Passing 1+ Regents for Students Enrolled at least One Year

While the percent of AIM I students enrolled for at least one year who passed at least one exam required for graduation far exceeded the 50% needed to meet this measure, there was a slight decrease of four percentage points from last year. This is only the second year of reporting on this measure and therefore additional analysis of trends over time for this measure is not possible.

Passing 2+ Regents for Students Enrolled at least Two Years

The percentage of students enrolled at AIM I for at least two years who passed at least two exams required for graduation increased 15 percentage points from last year. This is only the second year of reporting on this measure and therefore additional analysis of trends over time for this measure is not possible. The table below provides a further breakdown of the number of Regents passed by students enrolled at AIM I for at least two years for school year 2022-23.

Students Enrolled at least Two Years	#	%
Passing 0 Regents	10	26%
Passing 1 Regents	28	74%
Passing 2+ Regents	23	61%

Passing 3+ Regents for Students Enrolled at least Three Years

The percent of students enrolled at AIM I for at least three years who passed at least three exams required for graduation decreased 11 percentage points from last year. As mentioned previously, AIM I worked hard to improve its performance in meeting this metric but recognizes that there are still gaps in what students need to be successful on Regents exams especially later on in their high school career. Moving forward, AIM I is committed to addressing these gaps and providing the necessary resources to help all students succeed. The table below provides a further breakdown of the number of Regents passed by students enrolled at AIM I for at least three years for school year 2022-23.

Students Enrolled at least Three Years	#	%
Passing 0 Regents	3	11%
Passing 1 Regents	24	89%
Passing 2+ Regents	19	70%
Passing 3+ Regents	17	63%

Sixth-Year Graduation Rate

The school's program has focused on the realities of students' challenges by the time they get to their sixth year of high school. Continued emphasis has been placed on personalized student supports, a uniform advisory model, the implementation of SEL competencies, analyzing barrier data, offering certification/internship programs, and using a Blended Self-Paced Mastery Model. Also, the college and career counselor and the attendance and programming specialist have weekly meetings to discuss each student's progress and attendance that are scheduled to graduate.

Given that students enter AIM I 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.

School Year	Annual Graduates (September 1-August 31)
2020-21	40
2021-22	17
2022-23	26

Comparative Gradradution Rates

None.

ACTION PLAN

The following efforts will be implemented, enhanced, and refined to support the overall improvement and progress in school year 2023-24:

1. Blended Self-Paced Mastery Model. In all courses, teachers will continue to identify four to five performance targets derived from priority state standards to be covered for each course per trimester. These are further broken down into five to eight smaller modules of learning that students are able to navigate through at their own pace. Students are expected to demonstrate progress towards mastery of this targeted content and skills but must master the content before moving from one unit to the next. AIM I continues to refine and enhance this model via a partnership with the Modern Classroom Project (MCP) and outsourced technology coaching. In the upcoming school year, we will specifically focus on mastery learning, where students must master content before teachers allow students to move on to the next unit. Further, teachers will be individually coached at their current level of implementation of the MCP model.
2. Data Huddles. A cyclical gathering of leaders, teachers, and staff to implement deep data analysis and action planning. AIM I will continue to implement this school-wide data analysis process. Next year, AIM I will modify its current process to include heterogeneous professional learning communities (PLCs) that are focused on a particular AIM I system. These PLCs will meet to engage in deeper data analysis and then as a whole to share out an action plan. Furthermore, on the instructional team level, we will continue to improve our protocols with ANet/mock Regents data analysis process and literacy/numeracy interventions in order for teachers to effectively provide differentiated content and instruction to students' learning needs.
3. Individualized Development Plan (IDP). We will improve academic performance and credit accumulation by furthering our implementation of individualized development plans for students, aligning support and Engagement Pathways, and regularly monitoring progress to ensure the best fit.

4. House Model. AIM I's House Model concept will be in its seventh year of implementation during the 2023-24 school year. Three houses comprise the model, including Base Camp, Peak, and Summit. Staff members of each house are expected to analyze and utilize student data within their respective houses for lesson planning and student check-ins. Each house focuses on postsecondary planning and the development of a postsecondary portfolio. Due to the loss of our advisory team, we will be focusing on one house each trimester to mitigate the lack of staff and also to focus support on the group of students that most need support in a particular trimester. Trimester 1 will focus on Base Camp to orient students to AIM I, Trimester 2 will focus on Summit to ensure students have their needs met for graduation in June, and Trimester 3 will focus on Peak to solidify students' postsecondary selection in preparation for enrollment.
5. Enhanced Intake Process. AIM I has improved the intake process to ensure a fast-paced enrollment process to prevent drop-off from application to the first day of school. The rolling admissions process involves steps to support and orient students throughout the year.
6. SEL Advisory & Curriculum. AIM I has furthered the advisory model to align with the House Model. Each house has different learning objectives to fulfill:
 - Base Camp House
 - i. College & Career Goal: To support career and college exploration for Base Camp students as evidenced in completing the Xello assessments and reflection form.
 - ii. SEL Goal: To increase self-awareness scores on the DESSA from pre to post-test.
 - iii. CDOS Goal: Introduce students in Base Camp to the CDOS exam as evidenced in the CDOS lesson during Trimester 1.
 - Peak House
 - i. College & Career Goal: 100% of Peak students complete the postsecondary portfolio.
 - ii. SEL Goal: To increase self-management scores on the DESSA from pre to post-test.
 - iii. CDOS Goal: 100% of Peak students complete and earn the CDOS credential.
 - Summit House:
 - i. College & Career Goal: 100% of Summit students complete the postsecondary portfolio.
 - ii. SEL Goal: To increase social-management scores on the DESSA from pre to post-test.
 - iii. CDOS Goal: 100% of Summit students complete and earn the CDOS credential.
7. SEL Assessment: AIM engaged in summer planning for self-management lessons and a specific pilot study on 21st century skills. Two SEL assessment cycles will be conducted with the DESSA to analyze and gauge student feedback.
8. Emphasis on Literacy and Numeracy: To help our students excel in academic content, we are continuing our implementation of a targeted and tiered approach to literacy and numeracy. Our aim is to focus on tier 2 and 3 students and provide them with literacy and numeracy intervention. In addition, we will be using AIM I's Literacy Across Departments derived literacy routines across the core content classes. To further support our students, we will be providing intervention courses through research-based software such as Read 180, System 44, and Freckle Math. With these measures in place, we are confident that our students will have the necessary tools to succeed.
9. Creating a School-wide Assessment System. AIM I will continue its work with ANet to not only provide a suite of formative assessment tools and coaching support around the use of data to drive instructional decision-making but also further development in interim assessments. This will create a true academic assessment system resulting in timely and actionable data to help target instructional

and SEL interventions as needed and provide opportunities to accelerate student progress when appropriate.

10. Trauma-Informed & Restorative Justice Approaches. AIM I completed a year-long training and coaching support program for teachers, admin, staff, and students with a focus on creating a trauma-informed school culture and climate. In the upcoming year, AIM I will continue to engage in professional development training to support teachers, administrators, and staff to become knowledgeable on trauma's impact, gain skills for addressing the impact, and work collaboratively to integrate trauma-informed practices school-wide. Staff will receive training to empower students as partners in the creation of a trauma-informed school as well as in planning trauma-informed practices and restorative justice approaches. Selected groups of students will become familiar with specific components of a trauma-informed school related to SEL, restorative justice, safety and prevention, and supportive environments by building skills in conflict resolution, peer mediation, and circle-keeping. Selected teachers will receive coaching in Danielson Domain 2: Learning Environment, implementing trauma-informed practices to meet the SEL needs of students and establish an environment that enhances student success. In addition, selected leaders will receive coaching in identifying priorities and creating action plans to address those areas, including implementing trauma-informed practices to improve school culture and climate.
11. Retention. We believe that this upcoming school year, we will return to being successful in our retention based on the following actions that we have taken:
 - Each student that did not maintain at least a 65% attendance rate in school year 2022-23 will engage in an intervention planning process to discuss the barriers they faced. Also, each student will create an action plan for the upcoming school year with goals to support the student in academic achievement and retention.
 - AIM I will continue our ongoing efforts to promote the EPIC (Empowerment, Pathways, Internships, & Certifications) programs to our student population. As we anticipate the start of the new school year, it is our utmost priority to ensure that our students are provided with the resources needed to make informed decisions regarding their academic pursuits. We are committed to helping our students succeed and reach their full potential by offering programs that will keep them engaged and focused on their goals.
 - AIM I is enhancing its student and family orientation activities and offering a more personalized experience at the start of the school year.
 - AIM I is committed to continuing to provide students with a wide range of opportunities to learn and grow. We believe in supporting our students' social and emotional development, as well as preparing them for their future goals. With our comprehensive approach, we aim to bridge any gaps in our students' learning and connect their educational journey. Our goal is to help all students succeed and thrive both academically and personally.
 - AIM I will continue to enhance returning students' engagement/school culture, trauma-sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, emphasizing relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students.
 - AIM I will continue to develop specific approaches towards increasing attendance and retention, such as attendance incentives, implementation of a rewards system and school store, and student events.

- Each staff member will continue to serve as an accountability coach to at least five to seven students to provide additional social-emotional and academic support towards retention and academic achievement.

12. Multi-Tiered System of Support (MTSS)

- AIM I will build collaborative teams to drive the school's RtI/MTSS efforts. Teacher teams in the RtI process define student learning outcomes, provide tier 1 core instruction, assess learning and instruction effectiveness, identify students needing extra support, and provide tier 2 supplemental interventions for students who struggle to meet the team's standards.

13. Sixth year graduates.

- AIM I will continue to target interventions for students in the sixth-year cohort for their ultimate success by having the CCC and the attendance and programming specialist meet weekly to discuss the overall progress of students in the sixth-year cohort. The CCC will begin meeting with the sixth-year cohort students at the beginning of September to increase our sixth-year cohort outcomes and create a comprehensive plan for each student to successfully graduate.

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

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:

- [Graduation planning](#) coaching for student advisors and the CCC and finalized graduation plans entered into the New Visions Data Portal by the CCC.
- 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, review of postsecondary portfolio and CDOS data, data entry in the New Visions Data Portal, and postsecondary data review.
- A partnership focus for students within the Arts Career Pathway, and those interested students focused on building beats and animation.
- A certification focus for students within the Vocational Pathway, and those interested students focused on:
 - OSHA/Construction;
 - Safety Training;
 - Barbering Apprenticeship Licensing;
 - Security Guard License; and
 - Cosmetology/Esthetician Specialities.
- The continued 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 I continues to implement a postsecondary portfolio in which milestones are tracked in a spreadsheet created by the CCC, the New Visions Data Portal, and Google Classroom. The evidence of learning is supported through Xello and learning assignments saved in each student's Google Drive folder. Courses that align with CDOS learning standards, such as advisory have all been CDOS coded and students are awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school.
- The [National Cares Mentoring Program](#) for Student Council students to gain social-emotional and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.
- The Conflict Resolution Program was a partnership with New Heights where students were selected to be trained so that the students could meet with peers to de-escalate situations that arise.
- AIM I's CCC connected with CUNY Medgar Evers College Now program but due to limited spots in courses, we were not able to offer it for school year 2022-23, but plan to move forward with College Now in the fall of 2023.

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.

Percent of Students Completing a Postsecondary Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Postsecondary Portfolio
2021-22	25	52%
2022-23	26	96%

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 I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I 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.

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 Student 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
2020-21	2019-20	51	14%
2021-22	2020-21	40	8%
2022-23	2021-22	17	59%

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](#).

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.

METHOD

AIM I 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 I 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 percentage of the Accountability Cohort that scored 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.

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
2015	2020-21	50	48%
2016	2021-22	51	29%
2017	2022-23	27	56%

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.

METHOD

The school compares the postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort to that of the respective cohort of students in comparable transfer high school. The postsecondary enrollment rate by six months after high school shows the percentage of students who graduated and enrolled in a two or four-year college, vocational program, or public service within six months of their transfer school graduation deadline. Due to the nature of this metric data will be lagged by one year. Data for this measure is provided by the NYC DOE School Quality Snapshot.

Postsecondary Enrollment Rate Six Months After High School Graduation

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Enrollment Rate	Number in Cohort	Enrollment Rate
2020-21	2015	N/A	N/A	N/A	N/A
2021-22	2016	80	14%	855	16%
2022-23	2017	67	TBD	TBD	TBD

SUMMARY OF THE POSTSECONDARY OUTCOMES GOAL

In the school year 2022-23, AIM I did not achieve any of the three measures, with data available, in the postsecondary outcome goal, however, substantial growth was made in the three measures with data available.

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.	NO
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.	NO
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 .	NO
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	TBD

EVALUATION OF THE POSTSECONDARY OUTCOMES GOAL

Postsecondary Portfolio

Ninety-six percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list. Although AIM I fell short of meeting this measure by four percentage points, there was a 44 percentage point increase from last year.

The students planned to graduate completed all three components of their portfolio with the exception of one student who completed two out of the three components. The large increase from previous years can be attributed to the support and structures the CCC implemented, which are described below:

- A senior postsecondary portfolio Google Classroom was created in September with all nine milestones posted so that students knew the expectations and what needed to be accomplished before their graduation whether in January, March, June, or August.
- The CCC used the postsecondary portfolio summary data found in the AIM I Weekly Scholarship Tool to determine which students needed to complete a resume, career interest inventory, and postsecondary list and monitored each student’s progress.

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](#).

- The CCC created a tracker to document the finished milestones of each student and logged the finished milestones in the New Visions Portal.
- A senior advisory was created in Trimester 3 so that students could work specifically on their postsecondary portfolio Google Classroom and receive assistance if necessary.
- Students received consistent emails from the CCC about the milestones they were missing to ensure every student completed their postsecondary portfolio.

Postsecondary Enrollment

Fifty-nine percent of AIM I students who graduated in school year 2021-22 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. Although AIM I fell short of meeting this measure by 21 percentage points, there was a 51 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, industry-aligned career training programs, or employment. AIM I created and emailed a Google Form to alumni every week during Trimesters 2 and 3 to inquire about any updates or changes in contact information (email, address, phone number, social media handles) and any updates about postsecondary outcomes. Additionally, AIM I regularly connects with alumni through a few technological platforms, such as social media direct messages and most recently, through their school website. Earlier this year, an alumni landing page was created to enable alumni to request transcripts or any related documents needed for postsecondary enrollment. Additionally, alumni are able to browse any relevant job opportunities, scholarships, or alumni events to further connect with the school.

CDOS

Fifty-six percent of students in AIM I's 2017 Cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. Although AIM I fell short of meeting this measure by 19 percentage points there was a 27 percentage point increase from last year.

AIM I provided CDOS opportunities to all potential graduates and ensured that all students had an opportunity to partake. Five students in the 2017 Cohort who graduated in school year 2022-23 successfully completed the CDOS. These opportunities occurred during advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. This year, AIM I defined the postsecondary milestones early on so that each student who was graduating could achieve their CDOS. AIM I successfully developed a method for monitoring the completion of students' postsecondary portfolios, which included tracking students' completed work-based learning hours. We will continue to focus on building the CDOS program, preparing seniors for the CDOS exam, and ensuring that the CDOS standards are aligned with the advisory curriculum in the upcoming school year.

Comparative Postsecondary Enrollment Rate

The postsecondary enrollment rate for Cohort 2017 six months after high school graduation for AIM I and comparable schools was not available at the time of this report. This metric will be updated once the data becomes available.

ADDITIONAL CONTEXT AND EVIDENCE

Postsecondary Portfolio

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 of components of the portfolio

completed by each planned graduate.

Number of Planned Graduates Completing Each Component of the Postsecondary Portfolio		
Total # of Planned Graduates = 26	#	%
Planned Grads Completing the Resume	26	100%
Planned Grads Completing Career Interest Inventory	25	96%
Planned Grads Completing Postsecondary List	26	100%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 26	#	%
Completed 0 of 3 Components	0	0%
Completed 1 of 3 Components	0	0%
Completed 2 of 3 Components	1	4%
Completed 3 of 3 Components	25	96%

Postsecondary Enrollment

Postsecondary preparedness and enrollment is an area of growth for AIM I. The number of students who graduated in school year 2021-22 who 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 increased substantially (51 percentage points) from the previous year. We attribute the increase to hiring a college and career counselor as well as the pandemic coming to an end.

AIM I worked to ensure our seniors maintained a focus on making postsecondary plans and decisions before graduation. Each senior met with the CCC and designated advisor with whom they had regular check-ins to support their emotional well-being and to explore their postsecondary options. Our CCC conducted senior meetings monthly and discussed postsecondary planning and the importance of completing their postsecondary portfolio. During senior advisory, our CCC would touch base with our soon-to-be graduates to support them with their postsecondary planning and postsecondary portfolios. In addition, the CCC invited colleges and universities to AIM I as well as individuals to share career presentations for all students to attend. These presentations occurred between once and three times a month in Trimesters 1 and 2 and weekly during Trimester 3. AIM I students visited and toured SUNY Oneonta and were able to interact with students on campus. Also, AIM I went to the Barclays Center and attended HBCU Night. Students were able to listen to a panel of speakers discuss their experiences at the HBCUs they attended and had an opportunity to ask the panel questions. Students were able to join in the college fair after and interact with HBCU college and university representatives and received information about the particular HBCU colleges and universities they were interested in applying to in the future.

Looking at data for next year, in the school year 2022-23 there were a total of 26 graduates and of those graduates, all 26 made postsecondary commitments. Commitments for these students included attending a two or four-year college or university, enlisting in the military, and seeking employment.

CDOS

As mentioned previously 56% of Cohort 2017 demonstrated proficiency of CDOS learning standards which is a 27 percentage point increase from Cohort 2016 the previous year. This increase was driven by the aforementioned efforts, thus, a key area for AIM I to continue to refine to meet the goal of 75%. In

addition, 56% of Cohort 2018 have already demonstrated proficiency of CDOS learning standards prior to entering their sixth year.

Comparative Postsecondary Enrollment Rate

AIM I's enrollment rate six months after high school graduation for Cohort 2016 (reported for school year 2021-22) increased nine percentage points since the last time this measure was reported in the 2018-19 school year. Given our work to ensure our students maintain a focus on making postsecondary plans and decisions before graduation and our efforts to continuously improve the support we provide around college and career readiness as described above, we anticipate the enrollment rate six months after graduation to further increase in the coming years.

ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways they can engage in throughout their experience at the school through their houses (Base, Peak, and Summit). The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I's CCC will ensure all students are enrolled in Engagement Pathway courses and enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure to the following Engagement Pathways:

- **College Success:** This pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out-of-state campus tours, scholarship opportunities, hands-on financial aid assistance, and standardized test tutoring.
- **Arts Career Pathway:** This pathway is designed for students interested in a career in the areas of performing or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce:** This pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation – opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research, and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.
- **Vocational & Certification:** This pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in a hands-on career-focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry-level employment.
- **Alternative Pathway:** This pathway is for students interested in pursuing a High School Equivalency (HSE) or a career in the military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

Career Development and Occupational Studies Credential (CDOS): AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies credential. 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) workshops/classes, AIM I 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 I 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. AIM I will continue to implement a pre-assessment for the CDOS exam as part of our fall assessments. If a student meets the completion criteria for the pre-assessment, they are scheduled to take the CDOS exam. If a student did not pass the completion criteria, they are provided with CDOS workshops to prepare for the exam, based on their house. All CDOS standards are aligned to the advisory curriculum to provide students with support towards mastery.

Special Considerations for Students with IEPs: Because AIM I has many students with IEP needs and transitional services, the SPED postsecondary team members will continue to focus on supporting students with IEPs and postsecondary planning through SPED caseload management. This includes but is not limited to partnerships with programs for individuals with disabilities and job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

Empowerment, Pathways, Internships, & Certifications (EPIC): AIM I staff will continue to help students become stronger and more confident individuals by building their self-awareness, self-management, social awareness and social management skills. The CCC will continue to help the Engagement Pathways to thrive by encouraging students to participate in all activities that are offered in their specific pathway so that students have a specific postsecondary plan upon graduation. AIM I will continue to expand on partnerships where we can help students obtain internships in their career interest as well as expand on our certification programs by networking with different organizations that offer students a valuable certificate.

SEL Advisory & Curriculum: AIM I will continue to implement a 21st century skills advisory model for all advisories, thus resulting in students completing the pre and post-assessment measuring communication, learning and teamwork, citizenship and social responsibility, and information technology communication proficiency.

Alumni Supports: AIM I's CCC will continue to support students in their college and career readiness development. In addition, the CCC will coordinate the efforts around alumni support. In the coming year, the CCC will facilitate alumni events to ensure that the tracking of alumni efforts is improved. The efforts will be engineered to strengthen the alumni outreach and tracking efforts, in tandem with all of the IDP, postsecondary planning, and enrichment activities students are afforded while enrolled at AIM I.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

AIM I 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.

AIM I continues to partner with ANet in developing an assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade level standards. ELA teachers use the ANet Quiz Tool, which provides rigorous assessment questions and tasks, to create and administer both formative and summative assessments. They then analyze the data and utilize the analysis to refine students' understanding to ensure mastery of concepts. This year, AIM I enhanced this partnership by incorporating ANet's interim assessments. ELA teachers conducted an action planning process once students had taken IAs, which included reflecting on the data, determining what key standards students had and had not mastered, planning for the incorporation of effective instructional strategies to facilitate student mastery of un-mastered priority standards, and determining the needs for individual students who had not yet mastered other priority standards.

Additionally, during school year 2022-23, AIM I partnered with the Modern Classroom Project (MCP), which provided a Teacher Mentorship Program, in which AIM I teachers were required to participate in. This mentorship program provided teachers with quality PD to ensure the incorporation of MCP's research-based best practices into the daily planning and delivery of instruction. AIM I also continued to work with its external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional

Model. Based on MCP’s Implementation Rubric, we moved from the implementation stage to the deepening stage. At this stage, AIM I teachers moved to a deeper level of incorporating MCP’s practices. Each trimester, ILT audited teacher practice around a specific component of the Implementation Rubric to ascertain teacher mastery, the consultant was able to refine teacher understanding of the specific component and create a rubric in conjunction with ILT. This rubric was then utilized to provide feedback around a recent rendition of the corresponding component.

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 2015, 2016, and 2017 Cohorts 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 or scoring at least 55 for safety net eligible students among the students who sat for the exam.

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)
2015	2020-21	50	4	25	54%
2016	2021-22	51	4	18	38%
2017	2022-23	27	9	7	39%

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

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.⁹

The Institute does not require charters to report on this measure for 2022-23.

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 PI¹⁰ of comparable transfer high schools.¹¹

The Institute does not require charters to report on this measure for 2022-23.

Goal 3: Growth Measure

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

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 Star Reading diagnostic assessment.

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
2020-21	172	35	57%
2021-22	125	84	58%
2022-23	133	84	67%

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.¹²

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.

⁹ 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.

¹⁰ 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 publicly available data.

¹¹ 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](#).

¹² 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2020-21	27	6	50%
2021-22	18	16	44%
2022-23	40	31	42%

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.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort¹³

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)
2015	2020-21	50	4	25	54%
2016	2021-22	51	4	18	38%
2017	2022-23	27	9	7	39%

¹³ 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 2022-23, AIM I met one of the four measures, with data available, in the high school English language arts goal. Two measures were not applicable for school year 2022-23.

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.	NO
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	YES
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	NO
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.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents

Thirty-nine percent of students in AIM I’s 2017 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 I fell short of meeting this measure by 11 percentage points it should be noted that a total of 16 students, nine with no valid score and seven who had previously sat for the exam, earned a Regents exemption. In addition, one student earned a special appeal. Therefore 89% of students in Cohort 2017 met the ELA Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on the ELA Regents exam.

This year, as previously mentioned, we deepened our work with ANet to include interim assessments. These were administered to students at the end of each trimester. Teachers used the data from the IAs to action plan; teachers looked at priority standards (based on the ELA Regents) and determined which standards were mastered and which were not on a whole. Teachers also looked at student-level data to determine which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard.

Lastly, teachers used this action plan to adjust instruction to be responsive to student needs. The ELA team also continued to utilize the ANet Quiz Tool to create mastery assessments and mastery checks for each corresponding performance target or module. We were able to see student growth in ELA as a direct result of teachers using the ANet Quiz Tool.

We also continued to work towards enhancing our Blended Self-Paced Mastery Model. As previously mentioned, we partnered with the Modern Classroom Project and utilized their Implementation Rubric to move the ELA department from the implementing stage to the deepening stage. This meant teachers were creating their own 6-8 minute instructional videos with high-quality guided notes; classrooms had both a public and student-facing tracker; students were working at their own pace; and teachers ensured that students mastered their work before moving to the next concept. Additionally, during instructional department PDs, we focused on a different component of the MCP each trimester: teachers' status with the component was reviewed, teachers' understanding of the component was collectively and individually refined, a rubric was created for the component, and teachers received feedback based on the rubric on a recent rendition of the component. All of this was to ensure that the research-based best practices from the MCP were incorporated effectively to improve student success with content.

At the start of the school year, Read 180 was taught by the ENL teacher, however, this teacher was out on medical leave for all of Trimester 2 and into Trimester 3, which led to a gap. To fill this gap the ELA 9 and 10 teachers were asked to co-teach Read 180 for Trimester 3. This decision led to the strongest Read 180 course offered at AIM I.

In addition, several students were able to take advantage of the special appeals that were granted for the 2022-23 Regents exams administrations. We ensured that students were programmed for the appropriate courses based on the NYSED guidelines for special appeals. We also utilized our accountability model to focus our attention and target students who needed to sit for the ELA exam and/or master coursework to gain the credit. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course they needed to complete successfully in order to be able to become eligible for the special appeal.

One area of concern within the ELA department was the difficulty in finding and retaining qualified ELA teachers. We began the school year with only one ELA GenEd teacher, who was assigned to ELA 11 and 12 courses however, she resigned the day before classes began as she needed and found a position closer to home. Please note that both ELA SPED teaching positions were filled, thus both ELA SPED teachers were acting in dual roles. We were able to fill one ELA GenEd teacher position for the ninth and tenth-grade courses early in the year. While recruiting for the second ELA GenEd teacher position, we were able to utilize an iTutor virtual teacher until we found a qualified teacher to fill the position. Using a virtual teacher took quite a lot of resources, financial and coaching support, to incorporate this iTutor teacher into the daily rhythm of the school. Eventually, we were able to fill the ELA 11 and 12 teacher positions however, there was a steep learning curve and therefore it took considerable time for this teacher to be fully embedded in our model and to understand the instructional team's processes. It is this position that is directly tied to the results of the ELA Regents as this exam is usually taken after mastering the eleventh grade curriculum.

Lexile Growth

Sixty-seven percent of students who were tested in both the fall and spring showed growth according to their Lexile measures based on the Star Reading diagnostic assessment. AIM I met and exceeded this measure by seven percentage points and increased by nine percentage points from last year.

The following key factors contributed to our continued growth towards meeting this measure:

- Utilizing the mastery model where students interacted with more types of text
- Utilizing more targeted literacy interventions within small group instruction and using Brolly, the service, and system we use to support progress monitoring
- Utilizing more rigorous texts with Tier 1 readers
- Aligning assessments with ANet
- Using Regents based questions during social studies and science IAs and sharing these results back with the Literacy Across the Disciplines (LAD) team to see the impact of their work around identifying data-driven strategies to support developing readers across the content areas

Reading Intervention Lexile Growth

Forty-two 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 falling short of meeting this measure by eight percentage points.

The AIM I Blended Self-Paced Mastery Learning Model lends itself to providing support to students in the ELA classroom. Teachers are able to proactively build in supports for students with Lexile levels below 1000L and enrich students who struggled to show mastery by using the results from the Star Reading reports, which identifies the reading skills students are currently making progress in and the reading skills they need further support with. AIM I also provided Read 180 Universal as a literacy intervention to developing readers. AIM I elected to have Read 180 be co-taught in Trimester 3 of this year, which led to strong implementation. This dual approach should ensure that students are not missed regardless of where they land and are given the academic scaffolding needed for them to be successful.

ELA Regents Growth

Thirty-nine percent of students in AIM I's 2017 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). Last year AIM I's 2016 Cohort's ELA pass rate was 38%, 12 percentage points below the goal of 50%. Cohort 2017 did not reduce the gap between 50% and Cohort 2016's ELA pass rate by more than half, therefore AIM I did not meet this measure.

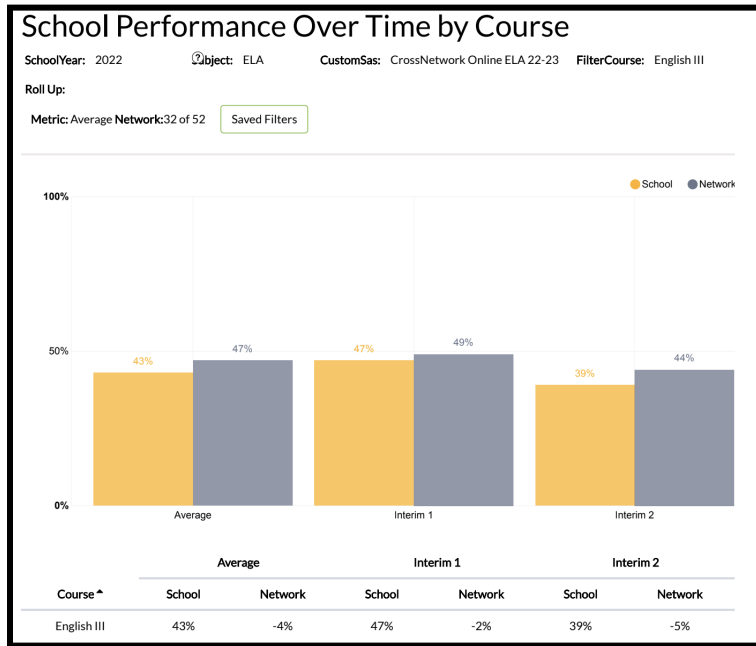
As previously mentioned, we deepened our work with ANet this year to include interim assessments. The goal was to build a rigorous assessment system that would inform teachers about the key priority standards that students needed further support to master to be successful on the ELA Regents exam. The action planning process after analyzing the results of the IAs would help teachers determine effective instructional practices to incorporate that would allow students to be successful. The end result would be students who were prepared to pass the ELA Regents exam. However, this was the first year we implemented IAs and in reflecting, both at the admin and teacher level, there is more work needed to refine this process. Furthermore, the new eleventh-twelfth grade ELA GenEd teacher started at AIM I after the midway point of the school year. As eleventh-grade students take the ELA Regents exam, this teacher was key to the measure but was not yet ingrained in the process.

ADDITIONAL CONTEXT AND EVIDENCE

ELA Regents

As mentioned previously, we advanced our partnership with ANet and implemented IAs this school year. The goal was to increase the rigor of our assessments and use the data from these assessments to action plan to promote student success. By using ANet IAs which incorporate higher level prompts and tasks

than the Regents exam students should be better equipped to take and pass the Regents. Students did well on these interim assessments as pictured below:



As indicated in the tables below, 45% of students in the 2018 Cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 17 students earned a Regents exemption and one student earned a special appeal. Therefore, 75% of students in Cohort 2018 have met the ELA Regents requirement for graduation prior to the start of their sixth year.

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing ¹⁴	Number in Cohort	Percent Passing ¹⁵	Number in Cohort	Percent Passing ¹⁶
2017	54	24%	30	43%	27	39%
2018	45	12%	46	38%	36	45%
2019	33	0%	48	10%	49	22%
2020	24	0%	39	8%	56	19%
2021			27	4%	42	5%
2022					8	25%

¹⁴ Percent passing among students with valid score

¹⁵ Percent passing among students with valid score

¹⁶ Percent passing among students with valid score

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/ Exempted/Special Appeal
2017	27	16	1	7	89%
2018	36	17	1	9	75%
2019	49	17	0	8	51%
2020	56	6	3	10	34%
2021	42	1	0	2	7%
2022	8	0	0	2	25%

Lexile Growth

Based on data from the Star Reading assessment the majority of AIM I’s student population reads well below grade level and primarily need support with fluency. This information helped us identify literacy strategies to use in core content classes to support all students, as well as through the Read 180 program. The LAD team continued its work focusing on literacy across the disciplines to better understand literacy data, as well as identify strategies to support reading development.

Reading Intervention Lexile Growth

AIM I was able to begin 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. Please note that the model AIM I used in the previous year when we met the target, was the same model to be used this year. Furthermore, the work done by the LAD team helped to support our accomplishment of 42% of students programmed for an intervention meeting or exceeding their expected Lexile growth.

ELA Regents Growth

In looking at this data, it appears that AIM I is still experiencing the impact the pandemic had on Regents administrations and student outcomes. Prior to the pandemic students were successfully sitting and passing the ELA Regents exam however, the pass rate for students with valid scores rapidly declined starting in school year 2020-21. This decline can in part be attributed to students having limited opportunities to sit for the exam due to the cancellation of Regents administrations. However, it seems that we are on an upward trajectory.

Although we had hoped to see some positive impact on students’ ELA Regents scores due to our implementation of the ANet ELA IAs, this was not the case. However, this was only the first year implementing IAs and action planning based on the data and there is definitely room to grow.

As mentioned previously another element that impacted our growth was staff turnover in the ELA department. We started the year with one GenEd ELA teacher who left before classes began. We were able to secure a ninth and tenth-grade ELA teacher early in the year but were not able to bring on an eleventh and twelfth-grade teacher until the halfway point of the school year. While we utilized the iTutor in Trimester 2, it is not the same as having a permanent and in-person teacher.

ACTION PLAN

During school year 2023-24, AIM I will continue to focus on achieving and exceeding all measures in the high school English language arts goal.

Key components of ELA instruction for next year will include:

- Utilizing a Collaborative Team Teaching (CTT) Model (formerly known as ICT)
- Courses housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teachers pre-assessing students at the beginning of each course and the beginning of each unit (performance targets)
- Teachers teaching 5 performance target per trimester which are aligned to priority NYS standards for the course
- Each performance target broken down further into 5-8 smaller bite-sized lessons known as modules
- Content differentiated for each module via activities that are labeled “Must Do” (all students must complete-minimum level of conceptual understanding), “Should Do” (students can choose to complete or teacher may assign-deeper level of conceptual understanding), and “Aspire To Do” (students can choose to complete-deepest level of conceptual understanding)
- Content delivered via blended learning which is differentiated as tiered/small group/stations
- Students assessed formatively via mastery checks (for understanding) at the end of each module
- Students assessed summatively via mastery assessments at the end of each performance target
- Utilizing department and school-wide rubrics to grade formative and summative assessments
- Using a standard protocol to provide students with feedback
- A built in process for refining understanding through the necessity for students to attain mastery on formative and summative assessments
- Teachers frequently conferencing with students

Teachers will continue to receive support from the AIM I ILT, consisting of the principal, assistant principal, and director of special education. Each ILT member will have one or two departments that they will be responsible for supporting and coaching. The ELA and math department lead will be responsible for the daily facilitation of department common planning meetings, while a data lead will support teachers with data meetings. In addition, the ELA department will receive support from external coaches including an ANet coach to support with IA data analysis and action planning; a MCP mentorship coach to provide support with the development of modern classroom components; and an AIM I tech consultant to support with the refining of the AIM I Blended Self-Paced Mastery Model.

The instructional priority for ELA will continue to be focused on using assessment data to drive instruction. With this at the forefront, AIM I will continue its partnership with ANet to further develop and grow instructional leader and teacher capacity in using assessment data to monitor student progress, design instruction to meet the needs of students, and action plan to support students who have not shown mastery. Specifically, the emphasis will be on ensuring that teachers’ action plans are realized by the incorporation of instructional strategies in lesson planning to improve student achievement. Furthermore, teachers will be held accountable for revising action plans based on ILT feedback as well as corresponding lesson plans and course content. In addition to the ANet IAs students take at the end of each trimester, students will also be administered an ELA mock Regents at the end of Trimester 1 to provide additional data to inform the action planning process.

AIM I will also continue its partnership with the Modern Classroom Project to ensure that all AIM I instructors have participated in MCP PD and mentorship to support them in incorporating MCP's best practices. AIM I will utilize MCP's newly revised Implementation Rubric to progress the AIM I Blended Self-Paced Mastery Model from deepening to innovating, which supports authentic student ownership of their learning. Furthermore, AIM I's ILT will also meet teachers where they are on the rubric and provide support to help shift their practice to the next highest level if they are not yet at the deepening stage.

AIM I will continue to improve in ensuring all active students take the Star Reading diagnostic assessment during Trimester 1 to provide teachers, administrators, and students with a Lexile level. Lexile levels will be used by classroom teachers to appropriately match readers to texts and to ensure that students are making progress toward college-readiness reading levels.

As in previous years, the Star Reading data will also help us to identify struggling readers and determine if they will benefit from an ELA credit-bearing Read 180 course. In SY 2023-24, we will continue to focus on scheduling students with severe learning deficits for the Read 180 course, as well as look at overall attendance, credit needs, and decoding ability, to appropriately match students to the program. We will continue housing Read 180 with the ninth and tenth-grade teachers as this was an effective practice in SY 2022-23. Additionally in SY 2023-24, the ELA department will utilize Freckle to support students who are struggling readers, but would not benefit from the Read 180 courses. Freckle is an adaptive program that connects to students' Star data and uses this information to provide the student with the appropriate targeted practice and assessments to increase student fluency, comprehension, and ultimately their Lexile level.

GOAL 4: MATHEMATICS

Goal 4: MATHEMATICS

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

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions math 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.

AIM I continues to partner with ANet in developing an assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade-level standards. Math teachers use the ANet Quiz Tool, which provides rigorous assessment questions and tasks, to create and administer both formative and summative assessments. They then analyze the data and utilize the analysis to refine students' understanding to ensure mastery of concepts. This year, AIM I enhanced this partnership by incorporating ANet's interim assessments. Math teachers conducted an action planning process once students had taken IAs, which included reflecting on the data, determining what key standards students had and had not mastered, planning for the incorporation of effective instructional strategies to facilitate student mastery of un-mastered priority standards, and determining the needs for individual students who had not yet mastered other priority standards.

Additionally, during school year 2022-23, AIM I partnered with the Modern Classroom Project, who provided a Teacher Mentorship Program, in which AIM I teachers were required to participate. This mentorship program provided teachers with quality PD to ensure the incorporation of MCP's research-based best practices into the daily planning and delivery of instruction. AIM I also continued to work with its external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. Based on the MCP's Implementation Rubric, we moved from the implementation stage to the deepening stage. At this stage, AIM I teachers moved to a deeper level of incorporating MCP's practices. Each trimester, ILT audited teacher practice around a specific component of the Implementation Rubric to ascertain teacher mastery, the consultant was able to refine teacher understanding of the specific component and create a rubric in conjunction with ILT. This rubric was then utilized to provide feedback around a recent rendition of the corresponding component.

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 2015, 2016, 2017 Cohorts 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 or scoring at least 55 for safety net eligible students among the students who sat for any exam.

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)
2015	2020-21	50	1	19	39%
2016	2021-22	51	2	19	39%
2017	2022-23	27	5	7	32%

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.¹⁸

The calculation of this measure is not required for 2022-23.

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

¹⁸ 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.

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 PI¹⁹ of comparable transfer high schools.²⁰

The calculation of this measure is not required for 2022-23.

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.

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
2020-21	172	37	52%
2021-22	125	75	68%
2022-23	133	77	73%

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.

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 Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2020-21	172	37	52%
2021-22	97	62	60%
2022-23	113	49	67%

¹⁹ 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 publicly available data.

²⁰The 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 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.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort²¹

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)
2015	2020-21	50	1	19	39%
2016	2021-22	51	2	19	39%
2017	2022-23	27	5	7	32%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2022-23, AIM I achieved two of the four measures with data available in the high school mathematics goal. Two measures were not applicable for school year 2022-23.

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.	NO
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.	YES

²¹ Based on the highest score for each student on a mathematics Regents exam

Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	YES
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.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents

Thirty-two percent of students in AIM I’s 2017 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 19 students, five with no valid score and 14 who had previously sat for the exam, earned a Regents exemption. In addition, one student earned a special appeal. Therefore, 100% of students in Cohort 2017 met the math Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on math Regents exams.

This year we deepened our work with ANet to include interim assessments. These were administered to students at the end of each trimester. Teachers used the data from the IAs to action plan; teachers looked at priority standards (based on the Algebra I Regents) and determined which standards were mastered and which were not on a whole. Teachers also looked at student-level data to determine which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to student needs. The math team also continued to utilize the ANet Quiz Tool to create mastery assessments and mastery checks for each corresponding performance target or module. This department had a high level of data outcomes with ANet, particularly in Algebra I.

We also continued to work towards enhancing our Blended Self-Paced Mastery Model. Through our partnership with MCP, we utilized their Implementation Rubric to move the math department from the implementing stage to the deepening stage. This stage meant that teachers were creating their own 6-8 minute instructional videos with high-quality guided notes; classrooms had both a public and student-facing tracker; students were working at their own pace; and teachers ensured that students mastered their work before moving to the next concept.

In addition, several students were able to take advantage of the special appeals that were granted for the 2022-23 Regents exams administrations. We ensured that students were programmed for the appropriate courses based on the NYSED guidelines for special appeals. We also utilized our accountability model to focus our attention and target students who needed to sit for the Algebra I exam and/or master coursework to gain credit. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course they needed to complete successfully in order to be able to become eligible for the special appeal.

One area of concern within the math department was the difficulty in finding and retaining qualified math and SPED teachers. We began the school year with only one math GenEd teacher assigned to

Algebra I and one math SPED teacher assigned to Geometry. Please note that the one math SPED teacher was acting in a dual role. While we were able to utilize an iTutor virtual teacher until we found a qualified teacher to fill the position, it took quite a lot of resources, financial and coaching support, to incorporate this iTutor teacher into the daily rhythm of the school. Towards the start of Trimester 3, we were able to hire a math SPED teacher for Algebra I and a GenEd teacher for Geometry however, both teachers went on medical leave shortly after being hired.

Star Math Growth

Seventy-three 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 meeting and exceeding this measure by 13 percentage points. AIM I also increased by five percentage points since last year.

All students are programmed for a math class and as a result, are provided universal intervention via our AIM I Blended Self-Paced Mastery Model. In this model, students are grouped based on their Star Math grade level equivalency and provided the appropriate support in small group instruction. Students received ongoing formative assessments via mastery checks and mastery assessments via the ANet Quiz Tool, which provides more rigorous assessments to push students' skill levels within the math class. Furthermore, the data from these assessments were used to further support students in refining their understanding of the concepts that they did not master on a daily basis.

Additionally, this year AIM I deepened the application of the Blended Self-Paced Mastery Model. One area was specifically related to blended learning. In order to maximize efficacy in this area, math teachers needed to be more purposeful in their use of student groupings. Incorporating ANet IAs at the end of each trimester, lent itself useful to this area of growth through the action planning component once IA data was collected. Following data collection, teachers reviewed the data online, analyzed the data as a department, and planned for their students in co-teaching pairs. As a direct result of this process, AIM I math teachers improved their ability to group students not only based on their Star Math level but also their levels of mastery with math standards.

Math Intervention Growth

Sixty-seven percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure and exceeding it by 17 percentage points. AIM I also improved seven percentage points from last year.

In addition to our AIM I Blended Self-Paced Mastery Learning Model and the ANet IA action planning process, this year math teachers deepened the usage of Renaissance's Freckle Math within the math classroom. Students were given targeted assignments via Freckle, which is an adaptive practice and differentiated targeted practice system. Furthermore, this system is connected to the Star Math assessment and provides this practice to students based on their assessment score. Teachers provided this level of support to individual students and the implementation plan for these could be found in the action plans created from the IA action planning process. Teachers were able to proactively build in supports for students who scored below grade level on the Star Math assessment and then were able to enrich students who struggled to show mastery on classroom assessments. This dual-level approach ensures that students are not missed regardless of where they land and are given the academic scaffolding that is needed for them to be successful.

Math Regents Growth

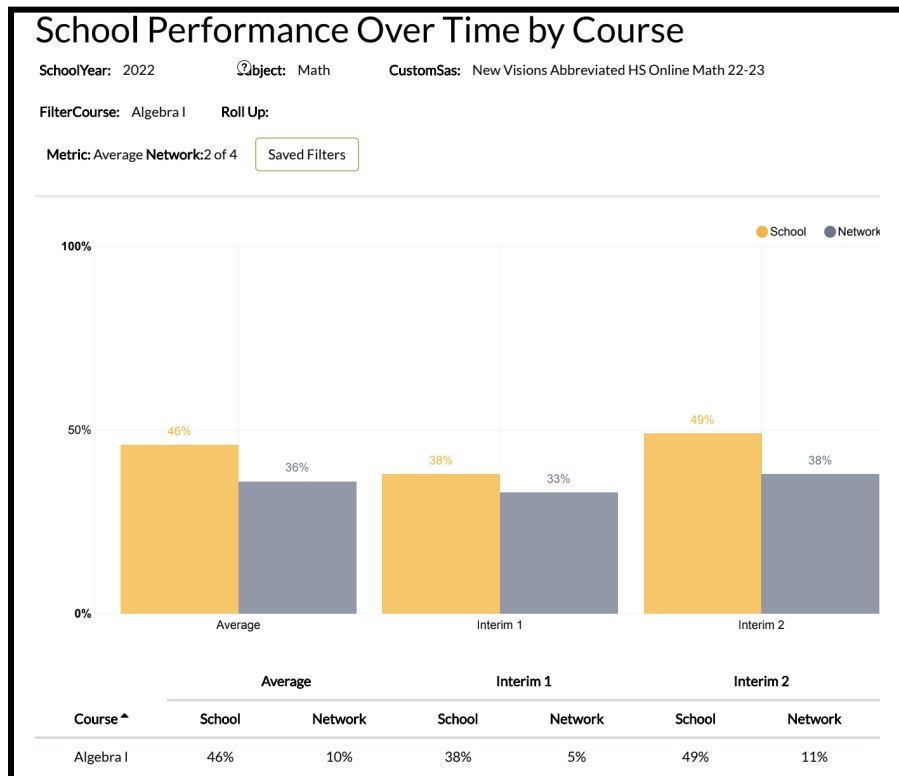
Thirty-two percent of students in AIM I’s 2017 Cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. Last year AIM I’s Cohort 2016’s math pass rate was 39%, 11 percentage points below the goal of 50%. Cohort 2017 did not reduce the gap between 50% and Cohort 2016’s ELA pass rate by more than half, therefore AIM I did not meet this measure.

As previously mentioned, we deepened our work with ANet this year to include interim assessments. The goal was to build a rigorous assessment system that would inform teachers about the key priority standards that students needed further support to master to be successful on the Algebra I Regents exam. The action planning process after analyzing the results of the IAs would help teachers determine effective instructional practices to incorporate that would allow students to be successful. The end result would be students who were prepared to pass the Algebra I Regents exam. However, this was the first year we implemented IAs and in reflecting, both at the admin and teacher level, there is more work needed to refine this process.

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents

As mentioned previously, we advanced our partnership with ANet and implemented IAs this school year. The goal was to increase the rigor of our assessments and use the data from these assessments to action plan to promote student success. By using ANet IAs which incorporate higher level prompts and tasks than the Regents exam students should be better equipped to take and pass the Regents. Students did well on these interim assessments as pictured below:



As indicated in the table below, 35% of students in the 2018 Cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 18 students earned a Regents exemption. Therefore, 83% of students in Cohort 2018 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 76% of students in Cohort 2019 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	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²²	Number in Cohort	Percent Passing ²³
2017	54	26%	30	36%	27	32%
2018	45	18%	46	40%	36	35%
2019	33	8%	48	18%	49	17%
2020	24	0%	39	6%	56	9%
2021			27	4%	42	8%
2022					8	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	27	19	1	7	100%
2018	36	18	0	12	83%
2019	49	32	0	5	76%
2020	56	24	5	4	59%
2021	42	4	5	3	29%
2022	8	0	0	0	0%

Star Math Growth

None.

Math Intervention Growth

None.

Math Regents Growth

In looking at this data, it appears that AIM I is still experiencing the impact the pandemic had on Regents administrations and student outcomes. Prior to the pandemic students were successfully sitting and passing the Algebra I Regents exam however, the pass rate for students with valid scores rapidly declined starting in school year 2020-21. This decline can in part be attributed to students having limited opportunities to sit for the exam due to the cancellation of Regents administrations.

Although we had expected to see some positive impact on students’ math Regents scores due to our implementation of the ANet math IAs, this was not the case. However, this was only the first year implementing IAs and action planning based on the data and there is definitely room to grow.

As previously mentioned, another element that impacted our growth was teacher turnover in the math department. We started the year with one GenEd math teacher and one SPED math teacher. While we

²² Percent passing among students with valid score

²³ Percent passing among students with valid score

utilized the iTutor in Trimester 2, it is not the same as having a permanent and in-person teacher. Eventually, we were able to secure another GenEd math teacher and SPED math teacher, however, both teachers went on medical leave shortly after being hired.

ACTION PLAN

During school year 2023-24, AIM I will continue to focus on achieving and exceeding all measures in the high school mathematics goal.

Key components of math instruction for next year will include:

- Utilizing a Collaborative Team Teaching (CTT) Model (formerly known as ICT)
- Courses housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teachers pre-assessing students at the beginning of each course and the beginning of each unit (performance targets)
- Teachers teaching 5 performance target per trimester which are aligned to priority NYS standards for the course
- Each performance target broken down further into 5-8 smaller bite-sized lessons known as modules
- Content differentiated for each module via activities that are labeled “Must Do” (all students must complete-minimum level of conceptual understanding), “Should Do” (students can choose to complete or teacher may assign-deeper level of conceptual understanding), and “Aspire To Do” (students can choose to complete-deepest level of conceptual understanding)
- Content delivered via blended learning which is differentiated as tiered/small group/stations
- Students assessed formatively via mastery checks (for understanding) at the end of each module
- Students assessed summatively via mastery assessments at the end of each performance target
- Utilizing department and school-wide rubrics to grade formative and summative assessments
- Using a standard protocol to provide students with feedback
- A built in process for refining understanding through the necessity for students to attain mastery on formative and summative assessments
- Teachers frequently conferencing with students

Teachers will continue to receive support from the AIM I instructional leadership team, consisting of the principal, assistant principal, and director of special education. Each ILT member will have one or two departments that they will be responsible for supporting and coaching. The ELA and math department lead will be responsible for the daily facilitation of department common planning meetings, while a data lead will support teachers with data meetings. Newly hired math teachers will be assigned a buddy teacher who has previously worked at AIM I to support them in acclimating to the AIM I culture. In addition, the math department will receive support from external coaches including an ANet coach to support with IA data analysis and action planning; an MCP mentorship coach to provide support with the development of modern classroom components; and an AIM I tech consultant to support with the refining of the AIM I Blended Self-Paced Mastery Model.

The instructional priority for math will continue to be focused on using assessment data to drive instruction. With this at the forefront, AIM I will continue its partnership with ANet to further develop and grow instructional leader and teacher capacity in using assessment data to monitor student progress, design instruction to meet the needs of students, and action plan to support students who have not shown mastery. Specifically, the emphasis will be on ensuring that teachers’ action plans are realized by the incorporation of instructional strategies in lesson planning to improve student

achievement. Furthermore, teachers will be held accountable for revising action plans based on ILT feedback as well as corresponding lesson plans and course content. In addition to the ANet IAs students take at the end of each trimester, students will also be administered an Algebra I mock Regents at the end of Trimester 2 to provide additional data to inform the action planning process.

AIM I will also continue its partnership with the Modern Classroom Project to ensure that all AIM I instructors have participated in MCP PD and mentorship to support them in incorporating MCP's best practices. AIM I will utilize MCP's newly revised Implementation Rubric to progress the AIM I Blended Self-Paced Mastery Model from deepening to innovating, which supports authentic student ownership of their learning. Furthermore, AIM I's ILT will also meet teachers where they are on the rubric and provide support to help shift their practice to the next highest level if they are not yet at the deepening stage.

AIM I will continue to improve in ensuring all active students take the Star Math diagnostic assessment during Trimester 1 to provide teachers, administrators, and students with a math grade proficiency level. The math grade proficiency levels obtained from Star Math will continue to be used to identify students who struggle with numeracy and the math department will utilize Freckle to support these struggling students.

GOAL 5: SCIENCE

Goal 5: SCIENCE

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

BACKGROUND

AIM I 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, 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.

In the 2022-23 school year, the science department undertook the task of ensuring that students were prepared to master key living environment and earth science standards. Science teachers met to discuss the standards and design their curriculum around the key standards. Formative and summative assessments administered to students were aligned to these standards with the added resource of professional development and instructional coaching geared towards analyzing data to inform instruction.

With the support of a New Visions coach, the science department administered mock living environment and earth science Regents 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 regard to Regents and thus help them prepare for the next rendition. This data also helped students and teachers identify the areas with the greatest opportunity for growth to ensure students were set up for success on the Regents exams.

In addition, the science department worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project free online course to further enhance the model with researched-based best practices for mastery and self-paced learning. Last year, the consultant was able to refine teacher understanding of key components, specifically regarding mastery-based grading; defined mastery checks and assessments; student mastery progress; revision, reassessment, reflection, and mastery cycles; differentiated mastery checks and assessments; and student self-reflection. Teachers also participated in workshops the external consultant provided to hone their skills in developing appropriate teaching

videos and guided notes in their slide decks and public and student-facing trackers to monitor student progress.

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 2015, 2016, 2017 Cohorts 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.

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)
2015	2020-21	50	6	20	45%
2016	2021-22	51	4	14	30%
2017	2022-23	27	4	8	35%

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.²⁵

The calculation of this measure is not required for 2022-23.

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

²⁵The 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 2022-23, AIM I did not achieve the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2022-23.

Type	Measure	Outcome
Absolute	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.	NO
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Thirty-five percent of students in AIM I’s 2017 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. Although AIM I fell short of meeting this measure by 15 percentage points there was a five percentage point increase from last year. In addition, it should be noted that a total of 16 students, four with no valid score and 12 who had previously sat for the exam, earned a Regents exemption. Therefore 89% of students in Cohort 2017 met the science Regents requirement for graduation.

Although AIM I did not meet this measure, there were several focus areas with the intent of improving student outcomes on science Regents exams.

This year we worked with the New Visions Curriculum & Instruction team to incorporate mock Regents and action planning with the science and social studies departments to mimic the work our ELA and math departments were doing with ANet. Mock Regents were administered at the end of Trimesters 1 and 2, and students sat for the Regents at the end of Trimester 3. Science teachers used the data from the mock Regents to action plan: teachers looked at priority standards, based on the Living Environment and Earth Science Regents, and determined which standards were mastered and which were not on a whole. Teachers also looked at student-level data to determine which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to students’ needs. The science team also spent time working with its coach to develop their understanding and use of Webb's Depth of Knowledge (DOK) to create more effective tasks, prompts, and questions.

We also continued to work towards enhancing our Blended Self-Paced Mastery Model. Through our partnership with MCP, we utilized their Implementation Rubric to move the science department from the implementing stage to the deepening stage. This stage meant that teachers were creating their own 6-8 minute instructional videos with high-quality guided notes; classrooms had both a public and student-facing tracker; students were working at their own pace; and teachers ensured that students mastered their work before moving to the next concept. Teachers were focused on one of the different components mentioned above each trimester: teachers’ level of mastery of the component was ascertained; teachers’ understanding of the component was collectively and individually refined if needed; a rubric was created for the component; and teachers received feedback based on a recent

rendition of the component via the rubric. All of this was to ensure that the research-based best practices from the MCP were incorporated effectively to improve student success with content.

In addition, several students were able to take advantage of the special appeals that were granted for the 2022-23 Regents exams administrations. We ensured that students were programmed for the appropriate courses based on the NYSED guidelines for special appeals. We also utilized our accountability model to focus our attention and target students who needed to sit for a science exam and/or master coursework to gain credit. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course they needed to complete successfully in order to be able to become eligible for the special appeal.

One area of concern within the science department was the difficulty of retaining and finding qualified science teachers. AIM I began the school year with a full science department. However, we lost both GenEd science teachers, one early in the year and the second later on, leaving both science SPED teachers acting in dual roles. Although we were actively recruiting, we were unable to fill either of the GenEd science teacher positions.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

In looking at this data, it appears that AIM I is still experiencing the impact the pandemic had on Regents administrations and student outcomes. Prior to the pandemic students were successfully sitting and passing science Regents exams however, the pass rate for students with valid scores rapidly declined starting in school year 2020-21. This decline can in part be attributed to students having limited opportunities to sit for the exam due to the cancellation of Regents administrations.

In addition to staff turnover, science Regents scores were also impacted by the level of content knowledge of the remaining science teachers. The living environment SPED teacher, who lost her co-teacher early in the year, was a first-year teacher, thus new to teaching and new to the content, and the other SPED teacher, although a veteran in the classroom, was new to the content they were teaching. This lack of content knowledge had an impact on science Regents scores, even though these teachers were given internal and external instructional support. At the request of AIM I's ILT the New Visions Curriculum & Instruction team supported the AIM I science team by assigning a dedicated science coach who assisted science teachers in creating interim assessments and mock Regents by utilizing the same processes ANet used for ELA and math interim assessments.

As indicated in the table below, 21% of students in the 2018 Cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 25 students earned a Regents exemption. Therefore, 83% of students in Cohort 2018 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 71% of students in Cohort 2019 have passed, earned a Regents exemption, or a special appeal for the science Regents requirement for graduation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁶	Number in Cohort	Percent Passing ²⁷
2017	54	20%	30	35%	27	35%
2018	45	8%	46	25%	36	21%
2019	33	0%	48	5%	49	12%
2020	24	0%	39	3%	56	8%
2021			27	4%	42	3%
2022					8	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	27	16	0	8	89%
2018	36	25	0	5	83%
2019	49	31	1	3	71%
2020	56	24	3	3	54%
2021	42	3	1	1	12%
2022	8	0	0	0	0%

ACTION PLAN

During school year 2023-24, AIM I will continue to focus on achieving and exceeding all measures in the high school science goal.

Key components of science instruction for next year will include:

- Utilizing a Collaborative Team Teaching (CTT) Model (formerly known as ICT)
- Courses housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teachers pre-assessing students at the beginning of each course and the beginning of each unit (performance targets)
- Teachers teaching 5 performance target per trimester which are aligned to priority NYS standards for the course
- Each performance target broken down further into 5-8 smaller bite-sized lessons known as modules
- Content differentiated for each module via activities that are labeled “Must Do” (all students must complete-minimum level of conceptual understanding), “Should Do” (students can choose to complete or teacher may assign-deeper level of conceptual understanding), and “Aspire To Do” (students can choose to complete-deepest level of conceptual understanding)
- Content delivered via blended learning which is differentiated as tiered/small group/stations
- Students assessed formatively via mastery checks (for understanding) at the end of each module
- Students assessed summatively via mastery assessments at the end of each performance target
- Utilizing department and school-wide rubrics to grade formative and summative assessments
- Using a standard protocol to provide students with feedback

²⁶ Percent passing among students with valid score

²⁷ Percent passing among students with valid score

- A built in process for refining understanding through the necessity for students to attain mastery on formative and summative assessments
- Teachers frequently conferencing with students

Teachers will continue to receive support from the AIM I instructional leadership team, consisting of the principal, assistant principal, and director of special education. Each ILT member will have one or two departments that they will be responsible for supporting and coaching. The science and social studies department lead will be responsible for the daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

The instructional priority for science will continue to be focused on using assessment data to drive instruction. AIM I continues to revise and refine the Blended Self-Paced Mastery Model by incorporating best practices from the MCP and partnering with them to provide quality PD.

In addition, AIM I will be incorporating Renaissance's product Freckle to utilize their assessments in a similar way the ANet IAs are used in ELA and math. AIM I's ILT will continue to partner with the New Visions Curriculum & Instruction team to further build the science team's data analysis skills to better tailor instruction to target concepts and skills students need additional support with to be successful on the science Regents.

AIM I will continue to improve in ensuring all active students take the Star Reading diagnostic assessment during Trimester 1 to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to 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. The Freckle program will enable all students to focus on reading as part of each content area and to devote a fluency approach to learning.

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 I 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 provides students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

This year, AIM I worked with the New Visions Curriculum & Instruction team to mimic the action planning process that was conducted through our ANet partnership, which only involves the ELA and math departments. We administered mock social studies Regents at the end of Trimesters 1 and 2 in conjunction with the administration of ANet IAs. Then the social studies teachers conducted an action planning process, which included reflecting on the data, determining which key standards students had and had not mastered, planning for the incorporation of effective instructional strategies to facilitate student mastery of un-mastered priority standards, and determining the needs for individual students who had not yet mastered priority standards. 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 regard to Regents and thus help them prepare for the true administration. The social studies department also continued to utilize prior Regents exam tasks and questions to create and administer both formative and summative assessments. They then analyzed the data and utilized the analysis to refine student understanding to ensure student mastery of concepts.

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 2015, 2016, 2017 Cohorts 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.

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)
2015	2020-21	50	5	14	31%
2016	2021-22	51	8	4	9%
2017	2022-23	27	9	8	44%

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.²⁹

The Institute does not require charters to report on this measure for 2022-23.

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

²⁹The 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 SOCIAL STUDIES GOAL

In school year 2022-23, AIM I did not achieve the one measure, with data available, in the high school social studies goal. One measure was not applicable for school year 2022-23.

Type	Measure	Outcome
Absolute	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.	NO
Comparative	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.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies Regents

Forty-four percent of students in AIM I’s 2017 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. Although AIM I fell short of meeting this measure by six percentage points there was a 35 percentage point increase from last year. In addition, it should be noted that a total of 17 students, nine with no valid score and eight who had previously sat for the exam, earned a Regents exemption. Therefore 93% of students in Cohort 2017 met the social studies Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on social studies Regents exams.

This year, as previously mentioned, we worked with the New Visions Curriculum & Instruction team to incorporate mock Regents and action planning to mimic the work our ELA and math departments were doing with ANet. Mock Regents were administered at the end of Trimesters 1 and 2, and students sat for the Regents at the end of Trimester 3. Teachers used the data from the mock Regents to action plan: teachers looked at priority standards, based on the U.S. and Global Regents, and determined which standards were mastered and which were not on a whole. Teachers also looked at student-level data to determine which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, the teachers used this action plan to adjust instruction to be responsive to students’ needs. The social studies team also spent time working with its coach to develop their understanding and use of Webb's DOK to create more effective tasks, prompts, and questions.

We also continued to work towards enhancing our Blended Self-Paced Mastery Model. Through our partnership with MCP, we utilized their Implementation Rubric to move the social studies department from the implementing stage to the deepening stage. This stage meant that teachers were creating their own 6-8 minute instructional videos with high-quality guided notes; classrooms had both a public and student-facing tracker; students were working at their own pace; and teachers ensured that students mastered their work before moving to the next concept. Teachers were focused on one of the different components mentioned above each trimester: the teachers’ level of mastery of the component was ascertained; teachers’ understanding of the component was collectively and individually refined if needed; a rubric was created for the component; and teachers received feedback based on a recent

rendition of the component via the rubric. All of this was to ensure that the research-based best practices from the MCP were incorporated effectively to improve student success with content.

In addition, several students were able to take advantage of the special appeals that were granted for the 2022-23 Regents exams administrations. We ensured that students were programmed for the appropriate courses based on the NYSED guidelines for special appeals. We also utilized our accountability model to focus our attention and target students who needed to sit for a social studies exam and/or master coursework to gain credit. We scheduled accountability conferences bi-weekly and provided coaches with a priority list so that each coach could guide their students as to which course they needed to complete successfully in order to be able to become eligible for the special appeal.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies Regents

In looking at this data, it appears that AIM I is still experiencing the impact the pandemic had on Regents administrations and student outcomes. Prior to the pandemic students were successfully sitting and passing social studies Regents exams however, the pass rate for students with valid scores rapidly declined starting in school year 2020-21. This decline can in part be attributed to students having limited opportunities to sit for the exam due to the cancellation of Regents administrations.

Although we did not reach this goal, the pass rate on social studies Regents exams was the highest across all contents for Cohort 2017.

As indicated in the table below, 6% of students in the 2018 Cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 23 students earned Regents exemptions and one student earned a special appeal. Therefore, 69% of students in Cohort 2018 have met the social studies Regents requirement for graduation prior to the start of their sixth year.

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ³⁰	Number in Cohort	Percent Passing ³¹
2017	54	16%	30	40%	27	44%
2018	45	2%	46	4%	36	6%
2019	33	0%	48	6%	49	40%
2020	24	0%	39	3%	56	18%
2021			27	0%	42	3%
2022					8	0%

³⁰ Percent passing among students with valid score

³¹ Percent passing among students with valid score

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	27	17	0	8	93%
2018	36	23	1	1	69%
2019	49	24	0	10	69%
2020	56	7	5	9	38%
2021	42	2	0	1	7%
2022	8	0	0	0	0%

ACTION PLAN

During school year 2023-24, AIM I will continue to focus on achieving and exceeding all measures in the high school social studies goal.

Key components of social studies instruction for next year will include:

- Utilizing a Collaborative Team Teaching (CTT) Model (formerly known as ICT)
- Courses housed in Google Site/Google Classroom with Google Slide lessons and teacher videos with guided notes
- Teachers pre-assessing students at the beginning of each course and the beginning of each unit (performance targets)
- Teachers teaching 5 performance target per trimester which are aligned to priority NYS standards for the course
- Each performance target broken down further into 5-8 smaller bite-sized lessons known as modules
- Content differentiated for each module via activities that are labeled “Must Do” (all students must complete-minimum level of conceptual understanding), “Should Do” (students can choose to complete or teacher may assign-deeper level of conceptual understanding), and “Aspire To Do” (students can choose to complete-deepest level of conceptual understanding)
- Content delivered via blended learning which is differentiated as tiered/small group/stations
- Students assessed formatively via mastery checks (for understanding) at the end of each module
- Students assessed summatively via mastery assessments at the end of each performance target
- Utilizing department and school-wide rubrics to grade formative and summative assessments
- Using a standard protocol to provide students with feedback
- A built in process for refining understanding through the necessity for students to attain mastery on formative and summative assessments
- Teachers frequently conferencing with students

Teachers will continue to receive support from the AIM I instructional leadership team, consisting of the principal, assistant principal, and director of special education. Each ILT member will have one or two departments that they will be responsible for supporting and coaching. The science and social studies department lead will be responsible for the daily facilitation of department common planning meetings, while a data lead will support teachers with data meetings. In addition, the social studies department will receive support from external coaches including a New Visions Curriculum & Instruction coach to support with mock Regents data analysis and action planning; an MCP mentorship coach to provide support with the development of modern classroom components; and an AIM I tech consultant to support with the refining of the AIM I Blended Self-Paced Mastery Model.

The instructional priority for social studies will continue to be focused on using assessment data to drive instruction. With this at the forefront, AIM I will continue to receive support from the New Visions Curriculum & Instruction team to further develop and grow instructional leader and teacher capacity in using assessment data to monitor student progress, design instruction to meet the needs of students, and action plan to support students who have not shown mastery. Specifically, the emphasis will be on ensuring that teachers' action plans are realized by the incorporation of instructional strategies in lesson planning to improve student achievement. Furthermore, teachers will be held accountable for revising action plans based on ILT feedback as well as corresponding lesson plans and course content.

AIM I will also continue its partnership with the Modern Classroom Project to ensure that all AIM I instructors have participated in MCP PD and mentorship to support them in incorporating MCP's best practices. AIM I will utilize MCP's newly revised Implementation Rubric to progress the AIM I Blended Self-Paced Mastery Model from deepening to innovating, which supports authentic student ownership of their learning. Furthermore, AIM I's ILT will also meet teachers where they are on the rubric and provide support to help shift their practice to the next highest level if they are not yet at the deepening stage.

AIM I will continue to improve in ensuring all active students take the Star Reading diagnostic assessment during Trimester 1 to provide teachers, administrators, and students with a Lexile level. Lexile levels will be used by classroom teachers to appropriately match readers to texts and to ensure that students are making progress toward college-readiness reading levels.

GOAL 7: ESSA

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Comprehensive School Improvement

ADDITIONAL CONTEXT AND EVIDENCE

AIM I’s ESSA accountability status for 2022-23 is Comprehensive School Improvement, therefore not meeting this measure.

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