



**New Visions
AIM Charter High School II**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

- Damaris Caba, 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	
	Office	Committees
Elizabeth Chu	Chair	Finance Committee
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Vikas Shoor	Treasurer	Finance Committee
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Damaris Caba has served as Principal of New Visions AIM Charter High School II since September 2023.

SCHOOL OVERVIEW

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

MISSION

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

STUDENT POPULATION

Located in the South Bronx, AIM II serves 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, 186 students were enrolled in AIM II.

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	Total
2020-21	77	76	45	20	218
2021-22	85	57	40	45	227
2022-23	61	48	38	39	186

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 30th
2020-21	2015-16	2015	48	0	48
2021-22	2016-17	2016	47	0	47
2022-23	2017-18	2017	50	0	50

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	44	54	98
2021-22	2016-17	2016	41	80	121
2022-23	2017-18	2017	44	72	116

PROMOTION POLICY

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

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

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2020-21	85%
2021-22	81%
2022-23	93%

Goal 1: Leading Indicator

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

METHOD

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

Retention Rate for All Students

School Year	Retention Rate
2020-21	81%
2021-22	73%
2022-23	78%

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	No Data Available	No Data Availavle	No Data Availavle
2022-23	178	17	18%

Goal 1: Leading Indicator

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

METHOD

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

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

School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2020-21	47	40%
2021-22	39	59%
2022-23	39	59%

Goal 1: Leading Indicator

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

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

METHOD

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

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

School Year	Number of students who have been at AIM II more than one year	Percent earning at least eight credits
2020-21	131	38%
2021-22	127	46%
2022-23	104	50%

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	134	34%

Goal 1: Absolute Measure

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

METHOD

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

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

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

School Year	Number of students who have been enrolled at AIM II for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	80	69%
2022-23	75	75%

Goal 1: Absolute Measure

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

METHOD

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

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

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

School Year	Number of students who have been enrolled at AIM II for at least two years	Percent Passing at Least Two Exams (including exemptions)
2021-22	47	72%
2022-23	43	67%

Goal 1: Absolute Measure

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

METHOD

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

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

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

School Year	Number of students who have been enrolled at AIM II for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	39	72%
2022-23	25	72%

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	98	38%
2021-22	2016	121	30%
2022-23	2017	116	38%

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

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this 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	98	38%	791	44%
2021-22	2016	121	29%	873	46%
2022-23	2017	116	38%	TBD	TBD

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2022-23, AIM II met five 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.	YES
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.	NO
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

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](#).

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, 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
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.	YES
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

Ninety-three percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2023. AIM II met this measure and exceeded it by 13 percentage points.

AIM II has created a welcoming and supportive atmosphere by hiring key personnel to prioritize family and student engagement. AIM II continued to utilize a Primary Person Model, where each student is assigned a counselor or a student advisor that supports them on their path to success. In addition to a primary point person, each student is assigned an A-Team which includes teachers, counselors, operations staff, and members of leadership to support the student. A-Teams meet daily (advisory) and provide students with support in social-emotional learning, postsecondary readiness, and monitoring students’ Individualized Development Plan (IDP). Further, the school’s communication methods were increased to utilize email, text, Remind App, voicemail, and a once-a-trimester newsletter.

All Student Retention

Seventy-eight percent of students who were enrolled as of BEDS day were retained through June 30, 2023. AIM II met this measure and exceeded it by eight percentage points.

At the start of the school year, students were introduced to their A-Teams and primary point person, which was vital in creating a space to develop meaningful relationships with adults in the building. Students had check-ins with their primary point person and were scheduled for daily A-Team meetings. These meetings include all staff members assigned to a caseload of students to discuss each student’s academic, postsecondary, and attendance goals.

The school continued to implement Positive, Behaviors, Interventions, and Supports (PBIS) this year and students again were able to earn points that translated into rewards. In addition, incentive trips, camp

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](#).

designation, celebrations, and school-wide activities increased student engagement, which resulted in improved retention and student outcomes. The school has also become a community school resulting in a partnership with East Side House. East Side House assists with attendance intervention, access to community-based services, such as vision services, and college and career readiness support. Through this partnership, AIM II has an East Side House advisor who provides additional support through our Primary Point Person Model, as an additional advisor assigned a caseload of students to support.

We also attribute results to implementing IDPs and consistent review of academic progress and attendance, which both created accountability for the students to their A-Teams and primary point person.

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. The school fell short of meeting this measure by 47 percentage points.

AIM II utilized the DESSA assessments this past year through their partnership with Urban Assembly. The DESSA assessment was administered to students in the fall and spring. Both assessments were uploaded into Aperture. There were challenges with administering the spring DESSA assessment as many students could not access the Aperture site, therefore impacting the outcomes.

This year DESSA's results reflected a decline in social-emotional achievement. The decline in significant improvement can be partially attributed to the technical challenges with the Aperture site, which included students unable to access the Aperture site with their password, along with students who enrolled in the school late and were unable to be added to the Aperture site resulting in them not being assessed.

Additionally, AIM II focused on more than just the two social-emotional competencies identified for growth this year. The school utilized all competencies throughout the year as opposed to the previous school year.

The A-Team's daily lessons included the improvement of Self-Management skills through:

- Students creating their Individualized Development Plan;
- Goal setting lessons; and
- Weekly review of their academic and attendance status.

Next year, we will choose two social-emotional competencies for the school community to build on in A-Teams, instruction, operations, and throughout the school community.

This was the last year AIM II will be partnering with Urban Assembly. AIM II has acquired the necessary systems and structures needed to sustain social-emotional support. AIM II will continue to utilize the professional learning communities offered by Urban Assembly.

First-Year Student Credit Accumulation

Fifty-nine percent of students in their first year at AIM II who were enrolled as of BEDS day and remained enrolled through June 30, 2023, earned at least ten credits, therefore falling short of meeting this measure by six percentage points.

No matter their age and year, high school students experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. Since the majority of our students are over-age and under-credited and more often than not, have special needs makes navigating a new school even more challenging.

This past school year, our first-year students were assigned a primary point person and an A-Team. This was the first year AIM II utilized IDPs, which were implemented and managed through the daily A-Team meetings. To further support students with credit accumulation, eligible students were able to apply for “incompletes” towards the end of the trimester. This process defined “eligible students” as students who must have satisfactorily completed at least one mastery assignment before the end of the term and as students who use their NVCHS email address to apply for incompletes via an application form (students complete this form alongside a staff member for support). Once the form is completed, designated school staff approve or deny the application, and a decision is emailed to the student. As per established procedure, all forms are submitted within a week of a trimester’s end - additionally, approved students were granted the opportunity to complete any incomplete work for three weeks after the start of a new trimester. During this time, students were able to either work individually or collaboratively with staff members for additional support to complete their incompletes. The school also created multiple opportunities to increase assignment submission, academic support, and interventions. The daily A-Teams provided more opportunities to physically connect with students and conference with them about their goals and grades.

Returning Student Credit Accumulation

Fifty percent of students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2023, earned at least eight credits, therefore not meeting this measure.

Each student was assigned an A-Team where they met daily. During A-Teams, students were exposed to social-emotional learning, postsecondary planning, weekly grade and attendance reviews, and the implementation and progress monitoring of their IDPs. To further support students with credit accumulation, eligible students were able to apply for “incompletes” towards the end of the trimester as described previously. Additionally, the school created multiple opportunities for academic support and academic intervention. Through the noted above intervention, the school has allowed students to feel safe where they can work through any hardships they may encounter with well-rounded support attributing to increased credit accumulation every trimester.

Individualized Development Plans

Thirty-four percent of students met 67% of their goals outlined in their Individualized Development Plan for school year 2022-23, therefore not meeting this measure. Each student’s IDP had four goals.

As previously mentioned, AIM II implemented and utilized Individualized Development Plans for the first time this year. Each student’s IDP was developed and progress monitored during their daily A-Team meetings and included a goal for attendance, academics, SEL, and postsecondary. Systems and processes contributing to 34% of students meeting three out of four goals include daily A-Team meetings, consistent review of goals, one-on-one check-ins, and administrative oversight of goal completion. Unfortunately, low attendance negatively impacted many students’ ability to meet this measure.

Regents Passed by Number of Years Enrolled

Seventy-five percent of students enrolled at AIM II 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 II met and exceeded this measure by 25 percentage points. In addition, there was a six percentage point increase from last year.

Sixty-seven percent of students enrolled at AIM II for at least two years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at

least two of the five exams required for graduation, therefore meeting and exceeding this measure by seven percentage points.

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

This year AIM II implemented the use of rigorous ANet interim assessments (IAs) in ELA and math to prepare students and staff for the Regents exams. The science and social studies teams utilized prior Regents exams to create mastery assessments for each course aligned with the New Visions Curriculum. These assessments provided students the practice they needed with the Regents exam content. In addition, we administered two rounds of mock Regents to further prepare students. Teachers utilized the data from the IAs, mastery assessments, and mock Regents to determine opportunities for growth and identify priority standards to further inform their instructional plans to provide direct support for students.

Sixth-Year Graduation Rate

Thirty-eight percent of students in AIM II's 2017 Cohort graduated after six years, therefore not meeting this measure. Although this measure was not met there was an eight percentage points increase from last year.

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

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

- Active students had graduation plans that reflected the best possible outcome, and therefore the highest expectations, in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June.
- Active students were scheduled to earn 5.5 course credits in each trimester of the school year.

Comparative Graduation Rates

Thirty-eight percent of students in AIM II's 2017 Cohort graduated after six years compared to 46% of students in the 2016 Cohort from comparable transfer high schools. AIM II fell short of meeting this measure by eight percentage points. School data for comparable transfer high school's 2017 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

Student Retention

AIM II consistently meets and exceeds the retention measures for first-year students and all students year over year. The retention rate for first-year students increased by 12 percentage points from last year and is the highest retention rate AIM II has ever had for this group of students. Further, the retention rate for all students is five percentage points higher than last year.

The counseling and student support teams continued to utilize systems we developed to identify students who may require additional support and interventions and to provide students and families with the proper support needed. This includes referrals to outside agencies that address the many barriers that hinder student attendance and academic achievement, a tiered referral system to ensure students receive the wraparound services they need, and discharging chronically absent students after ample outreach has been provided.

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

Self-Management Skills - DESSA

As mentioned previously we experienced challenges administering the DESSA assessment in the spring, therefore limiting the number of students who had both pre and post-assessment data and could be included in this metric.

First-Year Student Credit Accumulation

The percentage of first-year students earning ten or more credits remained the same as last year, which continues to be the highest percentage AIM II has ever had for this measure.

The table below provides a further breakdown of the number of credits earned by first-year students enrolled at AIM II for school year 2022-23.

Credits Earned by First Year Students at AIM II for School Year 2022-2023		
Number of Credits Earned	#	%
Less Than 5 Credits	9	23%
Between 5-9 Credits	7	18%
10+ Credits	23	59%

It should also be noted that AIM II 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 107 students enrolled at AIM II after BEDs day and remained enrolled through June 30th and of those students 40 earned at least ten credits, thus 37% of first-year students who enrolled after BEDs day earned ten or more credits. This is a 23 percentage point increase from last year.

Returning Student Credit Accumulation

Although the credit accumulation measure for students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2023, was not met, there was a four percentage point increase from last year. In addition, this is the highest percentage AIM II has ever had for this measure thus illustrating the school's continuous growth.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Credits Earned by Students Who Have Been at AIM II More Than One Year for School Year 2022-2023		
Number of Credits Earned	#	%
Less Than 4 Credits	27	26%
Between 4-7 Credits	25	24%
8+ Credits	52	50%

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, 69% of students with an attendance rate of 60% or higher met three or more 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%	35	24%	28	80%	4	12%	1	3%	2	6%
20-40%	31	22%	15	48%	4	13%	6	19%	6	19%
40-60%	32	22%	8	25%	4	13%	10	31%	10	31%
60-80%	28	20%	2	7%	3	11%	5	18%	18	64%
80-100%	17	12%	0	0%	3	18%	1	6%	13	76%
Total	142		53	37%	18	13%	23	16%	49	34%

Regents Passed by Number of Years Enrolled

None.

Sixth-Year Graduation Rate

Students enter AIM II at varying places regarding 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. This school year 58 students graduated which we attribute to the implementation of daily A-Team meetings, resulting in students' self-accountability and school community accountability. Our A-Team structure and the use of IDPs positioned us for a continued trajectory of increasing the total number of students graduating next school year.

School Year	Annual Graduates (September 1-August 31)
2020-21	32
2021-22	57
2022-23	58

Comparative Graduation Rates

None.

ACTION PLAN

While AIM II only met five of the eleven measures in the high school graduation goal for this year, the school saw increases in three of the measures that were not met, one measure stayed consistent with last year, and the last two measures that were not met were reported on for the first time this year. We believe, over time, we will continue to see increases across all six measures that were not met this year.

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

1. Mastery Model. In order to accelerate learning and provide opportunities for students to build foundational skills while engaging in grade-level content at a more differentiated pace, AIM II has taken steps to move toward a mastery model of instruction. In all courses, teachers will continue to identify four to five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of this targeted content and skills using the mastery planning guide in a two-week teaching cycle. Students must master content before moving from one unit to the next via the school's mastery assessments. This transition will continue in school year 2023-24 and we expect to continue the full implementation of the mastery model.
2. House Model. AIM II's House Model concept will be in its seventh year of implementation during school year 2023-24. 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. In addition, each house increased its focus on postsecondary planning and the development of a postsecondary portfolio. We believe that this led to greater student understanding and attention to graduation requirements, and an increase in credit accumulation leading to an increase in graduation rate.
3. A-Team Model. A-Teams are accountable for supporting students in their academics, attendance, social-emotional support, and postsecondary portfolio development through daily advisory classes and weekly outreach to caregivers. The A-Team model was implemented in school year 2022-23 and will continue next year while phasing out the Primary Point Person Model. Significant components of the Primary Person Model have transitioned to the A-Team model regarding outreach to students and families, goal check-ins, and support for postsecondary, SEL, and academics.
4. Enhanced Intake Process. AIM II's intake process involves an initial enrollment meeting, the administration of a youth development intake survey, trimester student orientations (for new and returning students), and progress updates that involve goal-tracking and tweaking of assigned interventions and support services. In school year 2023-24, we will continue to utilize Individualized Development Plans to more deeply integrate all aspects of each student's support work and enable us to better monitor the impact of specific interventions for each student in order to support them in reaching their postsecondary goals.
5. Emphasis on Literacy and Numeracy. In order to ensure our students successfully master academic content AIM II will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses, as well as using common literacy routines across the core content classes. This will be supported through our continued partnership with ANet. We will also provide intervention courses through research-based software, such as Read 180 and System 44.
6. Deepening Formative Assessment Systems. As mentioned previously, AIM II has contracted with ANet for another year to provide a suite of formative assessment tools and coaching support around the use of data to drive instructional decision-making. Interim assessments will continue to provide

timely and actionable data to help target instructional interventions as needed and provide opportunities to accelerate student progress when appropriate.

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

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: COLLEGE PREPARATION

Students will be prepared for and pursue postsecondary options

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

- Student [graduation planning](#) with their primary point person assigned within the House Model
- A postsecondary team that meets to discuss postsecondary portfolios and CDOS, data entry in the New Visions Data Portal, and postsecondary data review.
- The implementation of [Xello](#), the online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM II implemented a postsecondary portfolio in which milestones are tracked in the New Visions Data Portal and the evidence of learning is supported through Xello. Courses that align to CDOS learning standards, such as A-Team 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.
- Targeted A-Team classes by house with specific postsecondary milestones.
- Offering coding and GSuite courses.
- AIM II's postsecondary team met with A-Teams and facilitated lunchtime one-on-one meetings with seniors focused on preparing for college, FAFSA support, and exploring non-college pathways.
- AIM II hosted a series of pathways workshops including an eyelash course, a hair braiding course, food handling, barbering, flagging, College Now, and an entrepreneurship course.
- The Graduation Review Board met to assess students' status for graduation, discuss progress, and create action plans to address.

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	62	45%
2022-23	54	56%

Goal 2: Absolute Measure

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

METHOD

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

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

School Year	Year Graduated	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training, or Gain Employment
2020-21	2019-20	46	13%
2021-22	2020-21	32	31%
2022-23	2021-22	57	51%

Goal 2: Absolute Measure

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

METHOD

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

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	48	50%
2016	2021-22	47	30%
2017	2022-23	50	8%

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	121	13%	851	16%
2022-23	2017	116	TBD	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2022-23, AIM II did not achieve any of the three measures, with data available, in the postsecondary outcome goal.

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

Fifty-six percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list, therefore not meeting this measure. Although AIM II did not meet this measure, there was an 11 percentage point increase from the previous year.

During A-Teams students in all houses were provided the opportunity to complete the Xello college and career interest profile, which Summit utilized to drive conversations in one-on-one planning sessions and subsequent advisory sessions. Students were provided with a second opportunity during A-Teams and morning entry to complete the Xello tasks if they had not already done so. Postsecondary transition portfolio preparation was discussed during graduation on-track/off-track one-on-one meetings. In May 2023 the bridge coach began meeting with students individually and in small groups to support the completion of the postsecondary portfolio. A final push was made in the week prior to graduation to increase the number of students completing all three criteria of the postsecondary portfolio. In addition to the above, the Graduation Review Board was implemented to review students’ status for graduation, discuss progress, and create an action plan to address any noted barriers.

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

Postsecondary Enrollment

Fifty-one percent of AIM II 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, therefore not meeting this measure. Although AIM II did not meet this measure, there was a 20 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.

CDOS

Eight percent of students in AIM II’s 2017 Cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

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](#).

This year AIM II hired a pathways/postsecondary coordinator to provide additional structure to the CDOS measure. AIM II continues to refine the postsecondary milestones students work to achieve and the methods for monitoring the completion of their postsecondary portfolios which includes tracking the work-based learning hours students complete. AIM II will continue to focus on building out the CDOS program. AIM II is positioned to have more students achieve this measure in the upcoming school year with aligned courses, WBL experiences, and improved tracking of CDOS standards.

This school year we found students were highly focused on completing coursework for their diploma and targeting their efforts on academic progress. It can also be noted that several of the students in this cohort maintained employment over the past year. For the students that were employed, paystubs were collected and tracked by the pathways/postsecondary coordinator and counted towards their WBL for CDOS. Students who were not employed were provided with internships in order to accumulate WBL hours.

Comparative Postsecondary Enrollment Rate

The postsecondary enrollment rate for Cohort 2017 six months after high school graduation for AIM II 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 = 54	#	%
Planned Grads Completing the Resume	38	70%
Planned Grads Completing Career Interest Inventory	43	80%
Planned Grads Completing Postsecondary List	37	69%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 54	#	%
Completed 0 of 3 Components	7	13%
Completed 1 of 3 Components	6	11%
Completed 2 of 3 Components	11	20%
Completed 3 of 3 Components	30	56%

Postsecondary Enrollment

In addition to the current postsecondary preparation work provided for students who planned to enroll in a college or university after high school AIM II also created opportunities during the school year for students to gain skillful trades that can lead to gainful employment post high school. This year AIM II increased the number of pathways offered to include Barbering, Entrepreneurship, Food Handling, Flagging, and College Now. The Hair Braiding and EyeLash courses were also continued this year.

Pathways	# Students who completed a Pathway Program
Barbering (Cohort 1)	10
Barbering (Cohort 2)	9
Completed Hair Braiding Course	10
Completed EyeLash Course	14
Flagging	15
Food Handling	9
Entrepreneurship	4
College Now	2

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

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

ACTION PLAN

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when students first enter AIM II and meet with their primary point person. Students engage in a range of experiences such as resume writing, college tours, postsecondary planning workshops, and daily A-Team classes where their Individualized Development Plan is regularly reviewed and discussed. Lunch Time Senior Labs will continue to be offered for seniors to be able to meet with members of the postsecondary team in addition to receiving peer support from each other through the sharing of plans, challenges, and expectations.

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

AIM II recently hired a part-time bridge coach who has been working with recent graduates and alumni to connect them to available resources and programs as needed. The bridge coach has been meeting with students to assist with college, financial aid, and other postsecondary pathway applications.

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

As we enter the 2023-2024 school year AIM II will continue to create and define a plan that includes the following opportunities:

- Postsecondary exploration of CUNY Colleges and SUNY Colleges, trade schools, and other postsecondary opportunities.
- Speakers from CUNY, SUNY, and other organizations will speak to seniors about the programs offered at their campuses and locations.
- Summit students will participate in postsecondary planning meetings aimed at exploring college, trade/ vocational, and military pathways.
- Exposure to pathways including Hair Braiding, OSHA, Flagging, Security Licensing, Food Handling, and Site Safety Training.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

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

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

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

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

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped 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 administration.

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	48	3	26	58%
2016	2021-22	47	7	18	45%
2017	2022-23	50	15	18	51%

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.

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

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.

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	225	65	49%
2021-22	205	79	43%
2022-23	178	89	58%

Goal 3: Growth Measure

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

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 public 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	22	11	45%
2021-22	28	14	36%
2022-23	13	4	25%

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	48	3	26	58%
2016	2021-22	47	7	18	45%
2017	2022-23	50	15	18	51%

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 II achieved two 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.	YES
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	NO
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.	YES

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents

Fifty-one percent of students in AIM II’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). AIM II met and exceeded this measure by one percentage point and increased by six percentage points from last year. In addition, it should be noted that a total of 23 students, 15 with no valid score and eight who had previously sat for the exam, earned a Regents exemption. In addition, two students earned a special appeal. Therefore 86% of students in Cohort 2017 met the ELA Regents requirement for graduation.

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

Lexile Growth

Fifty-eight 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, therefore not meeting this measure. Although AIM II fell short of meeting this measure by two percentage points, there was a 15 percentage point increase from last year.

The increased percentage of students showing Lexile level growth can be attributed to our integrated co-teaching model (ICT) as it has allowed for instructional support for our students in general and special education regarding literacy skills. In addition, implementing ANet ELA interim assessments (IAs) provided the ELA department with data to help drive and inform lesson planning and instruction.

This past year, attendance and students' willingness to participate in the spring assessment administration did create some challenges. To address this challenge in the coming school year the Star Reading assessment will be administered in class instead of on designated testing days.

Reading Intervention Lexile Growth

Twenty-five percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore not meeting this measure. AIM II fell short of meeting this measure by 25 percentage points.

The decrease from the previous year can be attributed to a couple of factors:

- Challenges with consistent daily and period attendance;
- A number of students needed to complete the ELA core classes leading to the Regents administration, which overlapped with the scheduled Read 180 class; and
- Read 180 was only offered as an elective credit since there was not a certified ELA teacher to teach the course, thus limiting which students could be scheduled for the course based on their credit needs.

Since attendance and students' willingness to participate created challenges this past year, the assessment will be administered in class instead of on designated testing days for the next school year.

ELA Regents Growth

Fifty-one percent of students in AIM II'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 II's Cohort 2016's ELA pass rate was 45%, five percentage points below the goal of 50%. Cohort 2017 reduced the gap between 50% and Cohort 2016's ELA pass rate by more than half, therefore meeting this measure.

During school year 2022-23, AIM II focused on achieving and exceeding all measures in the ELA goal. We partnered with ANet again to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. We utilized the interim assessments to deepen this work and aid in planning and assessing student's growth and teacher practice.

ADDITIONAL CONTEXT AND EVIDENCE**ELA Regents**

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. The increased use of formative assessment data will continue to help drive instructional design.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition, throughout 2022-23, AIM II focused on strengthening its support for multilingual learners by offering both a standalone ENL course and ENL teacher collaborative support in one strategically selected ELA course and one global history course. The ENL specialist also consulted with the ELA department on a regular basis about strategies to implement to better support multilingual learners in their courses. A writing assessment administered at the beginning, middle, and end of the year helped to monitor student progress and design instructional interventions; from the beginning to the end of the year.

As indicated in the table below, 36% of students in the 2018 Cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 29 students earned a Regents exemption and five students earned a special appeal. Therefore, 81% 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	70	25%	55	43%	50	51%
2018	64	7%	65	19%	53	36%
2019	35	0%	59	18%	94	26%
2020	27	0%	53	8%	76	10%
2021			27	0%	36	0%
2022					8	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	50	23	2	18	86%
2018	53	29	5	9	81%
2019	94	34	12	16	66%
2020	76	8	6	7	28%
2021	36	0	3	0	8%
2022	8	0	0	0	0%

Lexile Growth

None.

Reading Intervention Lexile Growth

None.

ELA Regents Growth

None.

¹⁴ Percent passing among students with valid score

¹⁵ Percent passing among students with valid score

¹⁶ Percent passing among students with valid score

ACTION PLAN

During school year 2023-24, AIM II will continue its focus on achieving and exceeding all measures in the high school English Language Arts goal. We will continue to partner with Anet to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. We will continue to utilize interim assessments in school year 2023-24, to further deepen this work and aid in planning and assessing students' growth and teacher practice. During the upcoming school year, the priority will continue to be deepening teacher knowledge of grade-level standards and aligning performance targets to standards. This work will support developing consistent structures and protocols for how teachers are regularly analyzing student data to make informed decisions about upcoming lessons and addressing student learning strengths or needs. We will also continue to incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to continue to deepen its work around the use of authentic performance-based tasks and build students' metacognitive self-monitoring strategies to strengthen their reading comprehension and writing.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize their potential. In addition to collaborating around the Anet partnership, the AIM schools will support each other in building out their approaches to mastery learning. New Visions Instructional Specialists will provide opportunities for AIM II instructional leaders and teachers to participate in professional learning communities focused on instructional routines and the science of reading and writing.

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

GOAL 4: MATHEMATICS

Goal 4: MATHEMATICS

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

BACKGROUND

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

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

During the 2022-23 school year, math instructors continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization the use of online materials provides. Teachers delivered in-person instruction in the classroom simultaneously, with self-paced tasks online. AIM II also administered mock 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 regards to Regents and thus help them prepare for the next administration.

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

Partnered with ANet, the math department was trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery-based learning model. In addition, AIM II worked with New Visions instructional specialists who provided onsite and remote coaching. Coaching included working with the principal, director of instruction - special education, and teacher teams to develop systems around reviewing student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the instructional specialist supported school instructional leaders in coaching teachers around these routines.

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	48	3	28	62%
2016	2021-22	47	3	20	45%
2017	2022-23	50	10	13	33%

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	225	47	62%
2021-22	205	21	48%
2022-23	178	84	60%

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	225	47	62%
2021-22	No Data	No Data	No Data
2022-23	No Data	No Data	No Data

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 publical 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	48	3	28	62%
2016	2021-22	47	3	20	45%
2017	2022-23	50	10	13	33%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2022-23, AIM II achieved one of the three measures, with data available, in the high school mathematics goal. Two measures were not applicable for school year 2022-23 and there was no data available for one measure.

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

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

Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	YES
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	No Data Available
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents

Thirty-three percent of students in AIM II’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 35 students, 10 with no valid score and 25 who had previously sat for the exam, earned a Regents exemption. Therefore, 96% of students in Cohort 2017 met the math Regents requirement for graduation.

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

Barriers included attendance challenges and the lack of math interventions. Programmatically the school made a pivot to have the veteran math instructor teach courses culminating in Regents Trimesters 2 and 3 due to a novice teacher teaching the courses in Trimester 1.

Star Math Growth

Sixty 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 this measure. In addition, there was a 12 percentage point increase from last year.

One factor contributing to the increase is our ICT model as it allows for increased instructional support for our students in both general and special education. In addition, implementing ANet interim assessments in Algebra I has provided the math department with data to help drive and inform lesson planning and instruction highlighting the skills and content for success in math.

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

Math Intervention Growth

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

Math Regents Growth

Thirty-three percent of students in AIM II’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 II’s Cohort 2016’s math pass rate was 45%, five percentage points below the goal of 50%. Cohort 2017 did not reduce the gap between 50% and Cohort 2016’s math Regents pass rate by more than half, therefore not meeting this measure.

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

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents

As indicated in the table below, 62% of students in the 2018 Cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 25 students earned a Regents exemption and one student earned a special appeal. Therefore, 94% of students in Cohort 2018 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 85% of students in Cohort 2019 have passed, earned a Regents exemption, or special appeal 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	70	28%	55	29%	50	33%
2018	64	33%	65	51%	53	62%
2019	35	15%	59	19%	94	16%
2020	27	0%	53	6%	76	10%
2021			27	0%	36	6%
2022					8	0%

²² Percent passing among students with valid score

²³ Percent passing among students with valid score

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	50	35	0	13	96%
2018	53	25	1	24	94%
2019	94	68	5	7	85%
2020	76	46	1	5	68%
2021	36	2	9	2	36%
2022	8	0	0	0	0%

Star Math Growth

None.

Math Intervention Growth

None.

Math Regents Growth

None.

ACTION PLAN

In school year 2022-23, AIM II met one of its goals for students to become proficient in the application of mathematical skills and concepts as evidenced by the STAR math growth measures cited above. We are committed to supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II is continuing its partnership with ANet to continue to build the capacity of instructional leaders and teachers to use formative assessment data to drive instructional design.

AIM II is committed to continuing to meet all of the measures for the high school mathematics goal in the coming school year and plans to continue improving outcomes by implementing proven strategies and interventions and prioritizing schoolwide data-informed decision-making. AIM II’s instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

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

GOAL 5: SCIENCE

Goal 5: SCIENCE

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

BACKGROUND

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

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

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

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next administration.

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	48	5	24	56%
2016	2021-22	47	5	14	33%
2017	2022-23	50	9	15	37%

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 II 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-seven percent of students in AIM II’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 II fell short of meeting this measure by 13 percentage points there was a four percentage point increase from the previous year. In addition, it should be noted that a total of 29 students, nine with no valid score and 20 who had previously sat for the exam, earned a Regents exemption. In addition, one student earned a special appeal. Therefore 90% of students in Cohort 2017 met the science Regents requirement for graduation.

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

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

The increase is attributed to the science department's participation in data analysis of mock Regents to plan instruction and Regents preparation.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

As indicated in the table below, 46% of students in the 2018 Cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 30 students earned a Regents exemption and one student earned a special appeal. Therefore, 92% of students in Cohort 2018 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 84% of students in Cohort 2019 have passed, earned a Regents exemption, or 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	70	31%	55	35%	50	37%
2018	64	22%	65	40%	53	46%
2019	35	0%	59	13%	94	12%
2020	27	5%	53	3%	76	11%
2021			27	4%	36	18%
2022					8	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/ Special Appeal
2017	50	29	1	15	90%
2018	53	30	1	18	92%
2019	94	71	4	4	84%
2020	76	38	3	5	61%
2021	36	3	3	6	33%
2022	8	0	0	0	0%

ACTION PLAN

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

²⁶ Percent passing among students with valid score

²⁷ Percent passing among students with valid score

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

BACKGROUND

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

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

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

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next administration.

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 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	48	5	20	47%
2016	2021-22	47	11	11	31%
2017	2022-23	50	14	14	39%

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 II 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

Thirty-nine percent of students in AIM II’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 II fell short of meeting this measure by 11 percentage points there was an eight percentage point increase from last year. In addition, it should be noted that a total of 29 students, 14 with no valid score and 15 who had previously sat for the exam, earned a Regents exemption and two students earned a special appeal. Therefore 90% of students in Cohort 2017 met the social studies Regents requirement for graduation.

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

Additionally, the social studies department participated in data analysis of mock Regents to plan instruction and Regents preparation.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies Regents

As indicated in the table below, 25% of students in the 2018 Cohort (with valid scores) have passed a social studies Regents by the end of their fifth year. Further, an additional 42 students earned a Regents exemption and one student earned a special appeal. Therefore 89% of students in Cohort 2018 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 73% of students in Cohort 2019 have passed, earned a Regents exemption, or a special appeal for the social studies requirement for graduation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	70	24%	55	38%	50	39%
2018	64	2%	65	10%	53	25%
2019	35	0%	59	8%	94	11%
2020	27	0%	53	8%	76	10%
2021			27	0%	36	3%
2022					8	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2017	50	29	2	14	90%
2018	53	42	1	4	89%
2019	94	63	2	4	73%
2020	76	7	9	7	30%
2021	36	5	0	1	17%
2022	8	1	0	0	13%

ACTION PLAN

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

³⁰ Percent passing among students with valid score

³¹ Percent passing among students with valid score

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

ADDITIONAL CONTEXT AND EVIDENCE

AIM II’s ESSA accountability status for 2022-23 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

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