



## **PAVE Academy Charter School**

# **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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By Meg Brown

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Meg Brown, Director of Operations prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Eldridge Gilbert	Chairman	
Coleman Kennedy	Trustee	Finance Committee
Melanie Dukes	Trustee	Finance Committee
Allie Sweeney	Trustee	Finance Committee
Kim Lumpkin	Trustee	
Sophie Lippencott Ferrer	Trustee	
Spencer Robertson	Trustee	
Melissa Torres	Trustee	
Daniel Greenblatt	Trustee	

**Marsha Gadsden has served as the Executive Director since 2021.**

## SCHOOL OVERVIEW

**History:** PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. It is currently a K-8 school authorized to serve 588 students.

**Mission Statement:** PAVE is a K-8 college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

**Vision Statement:** Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

**Our Approach:** PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE Academy has been established on the following four pillars:

- **Curriculum and Content:** We believe that one of the biggest contributors of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Data Driven Practices:** Feedback is the number one driver of student achievement and we believe that data is exactly that: feedback! We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. Leaders also use academic and other data to establish priorities, set goals and plan for professional development.
- **High Expectations:** Our belief in our students is unwavering and we want them to realize their full potential. As a result, we expect excellence from our staff and students. We maintain high expectations for our scholars and ourselves, with love, through intentional development, practice and frequent reflection
- **Whole Child:** Academic success alone is not enough. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, and develop the social and emotional tools that will help them navigate life within and beyond the classroom.

**School Characteristics:** PAVE is a neighborhood school that serves the communities of Red Hook and Sunset Park, which are located within Community School District (CSD) 15.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	43	56	63	61	58	58	58	52	53	-	-	-	-	502
2021-22	42	47	59	58	61	60	57	56	49	-	-	-	-	489
2022-23	54	53	40	59	55	60	55	51	54	-	-	-	-	481

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars must broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading Workshop, Guided Reading, Writer’s Workshop, and Foundations) that work in tandem to develop scholars’ understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, Foundations is no longer used, and a Text Analysis block is added to ensure students are grappling with rigorous and often unfamiliar texts and topics. In middle school, students have 90 minutes of ELA, M - TH and 60 minutes on Friday. That time consists of novel study, close reading and writing. Middle school students also have 45 minutes of History daily.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and engaging informational texts. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. Ultimately, scholars’ literacy skills enable them to excel in meaningful careers of their choice.

PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills

are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on Rtl protocols.

- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Wilson Reading System:** A highly structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **Insight Humanities™:** Insight Humanities™ is Lavinia Group's multicultural, project-based, and integrated reading, writing, and social studies curriculum. We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.
- **Close Reading for Meaning™** Using genre as an inroad, this method teaches students to use various strategies to unpack complex texts that are at or above grade level. This curriculum prepares students to discover the essential meaning of the text as well as the author's craft.
- **Insight Middle Courses™:** is a literacy curriculum from Lavinia Group used from Grades 6-8 that improves literacy achievement through a global, thematic, and project-based approaches. Students develop content knowledge as they engage with diverse and rigorous texts, themes, and topics. They apply their learning through authentic and integrated literacy and project work to develop as independent readers, writers, thinkers, and doers.
- **History:** The History curriculum from Grades 5-8 at PAVE is inquiry-based and allows students to develop their own beliefs based on context, fact, perspectives, primary sources, and more. Students are able to determine between key historical facts and debate big ideas. Literacy is practiced through reading and analyzing primary sources and writing arguments supported by evidence.

During the 2022-2023 school year, PAVE conducted school fully in person. However, as seen in the initial state exam results from 2021-2022, our students have fallen further behind their peers; experiencing more learning loss than we had anticipated. In response, we shifted to a complete co-teaching model across all grades and implemented virtual tutoring groups throughout the day in elementary school and after school in middle school. We also participated in the Summer Boost program funded by Bloomberg and held tutoring sessions over midwinter and spring break. We also continued to navigate the social-emotional impact of the pandemic, particularly manifested through significant attendance concerns across the school, staff turnover and behavior challenges in our middle school.

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in the 3rd through 8th grades in the Spring of 2023. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates the total enrollment and number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	50	0	4	1	0	0	0	55
4	49	1	0	0	0	1	0	51
5	56	0	0	0	0	0	0	56
6	54	0	1	1	0	0	0	52
7	46	1	0	1	0	0	0	48
8	52	1	0	0	0	0	0	53
<b>All</b>	<b>307</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>319</b>

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	27	54%	46	23	50%
4	49	16	33%	43	12	28%
5	56	25	45%	52	25	48%
6	51	17	33%	45	16	36%
7	46	24	52%	43	22	51%
8	52	24	46%	48	22	46%
All	304	133	44%	277	120	43%

**ELA Measure 3 - Comparative**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50%	46	63.1	1850
4	28%	43	68.4	1953
5	48%	52	60.6	1886
6	36%	45	58.2	1570
7	51%	43	60.3	1464
8	46%	48	64.7	1207
All	43%	277	62.7	9930

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

#### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>2</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>3</sup>		Effect Size
		Actual	Predicted	
3	90.4	25.9	32.4	-0.35
4	86.4	28.1	28.9	-0.05
5	89.7	16.1	24.3	-0.53
6	86.0	48.1	46.3	0.11
7	92.5	27.7	35.7	-0.48
8	85.7	59.2	41.2	1.00
All	88.4	33.8	34.6	-0.06

<sup>2</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>3</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

## ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: F&P and Literably Data and NWEA MAP ELA.

**Table 1 - PAVE Academy - Fountas and Pinnell Reading Levels Spring 2023**

Grade Level	K	1	2	3	4	5	6	7	8
IR Benchmark	D	J	M	P	S	V	X	Y	Z
% of Students AT or ABOVE grade level benchmark	75%	46%	46%	59%	68%	49%	52%	70%	50%

**Table 2 - PAVE Academy – Fountas and Pinnell Reading Levels Fall 2022 – Spring 2023**

Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	0%	0%	6%	94%
1	0%	2%	0%	98%
2	0%	0%	0%	100%
3	0%	4%	7%	89%
4	0%	8%	4%	88%
5	2%	23%	26%	49%
6	4%	29%	6%	61%
7	5%	33%	33%	30%
8	7%	31%	24%	38%

**\*Data Notes:**

**Table 2 -**

1. For grade K level changes are taken from December administration and May administration because grade K did not test in September. All other grades are taken from September administration and May administration.
2. If a student did not take the first administration for their grade (December for grade K and September for all other grades) they were not included.

NWEA MAP ELA 2022-2023

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>4</sup>	Number Proficient	Percent Proficient	Number Proficient
3	43%	23	41%	19
4	22%	11	16%	7
5	23%	13	25%	13
6	33%	17	34%	15
7	19%	9	18%	8
8	22%	8	20%	7
All	27%	81	26%	69

End of Year Growth on 2022-23 NWEA MAP [ELA] Assessment  
By All Students who took test Spring 2022 and Spring 2023

Grades	Median Growth Percentile	Number Tested
3	78	46
4	50	45
5	52.5	50
6	46	43
7	51	40
8	44.5	32
All	53.5	256

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

**EVALUATION OF ELA GOAL**

PAVE fell short of the 75% proficiency target by 32 percentage points. While 3rd grade had the highest proficiency overall; 7th grade had 51% of students who were in at least their second year achieving proficiency. While we did not meet our target, we are motivated by the growth that we have seen in proficiency from SY2122 and also the movement that we saw from Level 1 to Level 2. Every graduating cohort increased proficiency from 2021-22 to 2022-23 in ELA, with the largest increases being in Grade 5 (+17), Grade 6 (+17) and Grade 8 (+19). Plus, 35% of students who scored at a Level 1 last year, scored at a Level 2.

In regards to students' independent reading levels, we saw reading growth on every grade level from September to June with the most reading growth occurring in grades 4 (+13), 6 (+14) and 7 (+14). While students in Grades 4 and 7 showed the most promising performance in regards to their independent reading levels, we notice that there is a discrepancy between their results on the reading assessment and the state exam. This is causing us to examine our assessment conditions as well as increasing our students ability and confidence to not just comprehend the text but analyze it deeply.

In SY22-23 we adopted a more rigorous Humanities curriculum across all of our grades to ensure we are matching the level of cognitive thinking and development which meets the demands of the exam. We believe that strengthening our teacher ability to allow students to do the cognitive lift and to leverage the power of two teachers in the classroom in response to data will allow us to continue to see growth in reading levels and state test proficiency.

**ADDITIONAL CONTEXT AND EVIDENCE**

PAVE is proud of its impact on the lives of its students, especially given the challenges they face from systemic racism and high poverty levels. Students feel a genuine connection to the adults in the community, with 81% percent of students reporting that there is at least one adult at the school they can talk to if they have an issue, indicating a high level of trust. Still, as a school consistently striving to improve its outcomes and programming, PAVE recognizes important

areas of challenge. Though the school's average attendance rate prior to the pandemic was above the NYC average and between 93-95%, the rate has dropped to 88% in the 2022-23 school year, below the NYC average. Additionally, the percentage of students who are chronically absent (10% or more days) has increased significantly to approximately half of students over the past two years. Since evidence shows that chronic absenteeism puts students at high risk of failure in high school, but that improved attendance rates throughout middle school can help get students back on track, PAVE is prioritizing strategies to address its attendance challenges, especially since those with the lowest attendance are also its students most at risk of academic failure.

## ELA ACTION PLAN

PAVE will continue with the steps that have historically led to improved academic performance. We believe that teacher development, engaging and rigorous lessons and data driven instruction will be key in helping our students to continue to make progress. While we have not met our goals, we have seen significant progress across our school resulting in a 10% increase in proficiency on the NY State exam.

Firstly, we plan to strengthen our K-2 literacy program. While we continue to mitigate the impact of the pandemic; our youngest students should still not suffer from pandemic learning loss. We are accelerating student targets, and investing in the quality of our guided reading program and increasing our resources in Grades K-2.

We will continue our guided reading program in Grades 3 and 4; but will also be pushing for higher rigor and more heavy lifting across grades 3-8. This past year was the first year implementing the Lavinia Group's Insight Humanities Curriculum and we will partner with them again to strengthen our implementation of this program. In our middle school, we plan to implement an intervention block in order to provide more targeted small group instruction; but are also working to better leverage the power of two in each classroom.

Additionally, PAVE's middle school will continue to use the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. The elementary school will utilize the Fountas and Pinnell Reading Assessment as in years past. PAVE will also continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE elementary school will administer two interim assessments that are state-test aligned prior to the state exam and one at the end of the year to support diagnostic efforts for the following year. Leaders and teachers will then analyze the data and the student work to make adjustments to the instruction in the classroom. PAVE middle school will administer three interim assessments prior to the state exam. PAVE middle school will also implement computer based testing from Grades 5 -8.

## GOAL 2: MATHEMATICS

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

### BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. To develop that depth of understanding, PAVE uses an inquiry-based math curriculum that is rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

For K-2, PAVE administers three interim assessments to evaluate student progress, and to prepare for the upcoming New York State exams. In 3rd and 8th grades, students take two interim Math assessments and a mock-exam in preparation for their state test. Twice a year, teachers deep-dive in their student interim assessment data and make class and individual action plans to remediate and accelerate learning.

Below is a summary of the components of the PAVE math program for 2022-2023:

- **Elementary School Math:**
  - **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
  - **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
  - **enVision Mathematics 2020:** Teachers use the enVision math curriculum to address grade level content and standards. This program focuses on authentic math contexts, problem solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.
  - **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd

grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are Illustrative Math’s Open Up program for 5th through 8th.
- **Workshop Block:** The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources (ex: Khan, IXL, additional assigned Google Classwork, DESMOS).

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	52	0	3	0	0	0	0	0	55
4	49	1	2	0	0	0	0	0	51
5	57	0	0	0	0	0	0	0	57
6	52	0	2	0	0	0	0	0	54

7	49	1	2	0	0	0	0	0	52
8	0	0	52	0	0	0	0	44	52
All	259	2	9	0	0	0	0	44	321

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	52	29	56%	47	26	55%
4	48	13	27%	42	8	19%
5	57	19	33%	53	19	36%
6	52	13	25%	45	13	29%
7	45	19	42%	42	18	43%
8	8th Grade took Regents					
All	254	93	37%	229	84	36%

**Math Measure 3 - Comparative**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	47	68.5	1903
4	19%	42	69.1	1989
5	36%	53	63.8	1917
6	29%	45	54.4	1576
7	43%	42	61.9	1405
8	–	–	20.8	183
All	36.4%	229	63.2	5667

**Math Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	90.4	34.0	32.3	0.08
4	86.4	40.4	27.0	0.66
5	89.7	11.1	20.8	-0.57
6	86.0	11.1	24.1	-0.75
7	92.5	8.5	17.4	-0.58
8	85.7	59.2	16.6	2.23
All	88.4	27.4	23.3	0.17

## MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP Mathematics.

### End of Year Performance on 2022-23 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>5</sup>	Number Proficient	Percent Proficient	Number Proficient
3	46%	25	49%	23
4	21%	10	19%	8
5	15%	8	16%	8
6	10%	5	12%	5
7	15%	7	14%	6
8	4%	2	4%	2
All	19%	57	19%	52

### End of Year Growth on 2022-23 NWEA MAP [Mathematics] Assessment By All Students who took test Spring 2022 and Spring 2023

Grades	Median Growth Percentile	Number Tested
3	44	47
4	46.5	44
5	24.5	48
6	48	41
7	49	39
8	19	42
All	41	261

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<sup>5</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

## EVALUATION OF THE MATHEMATICS GOAL

PAVE fell short of the 75% proficiency target by 39 percentage points. 3rd grade had the highest proficiency overall and are only 20 percentage points from the goal. The remaining tested grades are still reeling from the impact of the pandemic. Math performance was devastatingly low in SY2122 and there is much ground to make up. In SY22-23, grades 6 and 7 had large proficiency increases by cohort on the state exam increasing by 14 and 31 percentage points respectively. Grades 4 and 5 had small decreases in proficiency by cohort, decreasing by 7 and 6 percentage points respectively. Students in Grade 8 took the Algebra Regents this year.

## ADDITIONAL CONTEXT AND EVIDENCE

It is important to note that in middle school, we experienced high staff turnover at the beginning of the year, including a Dean of Math and Science. While we did our best to fill roles throughout the year, they were not always filled with the best talent and there were some roles that still remain unfilled.

## MATHEMATICS ACTION PLAN

PAVE's first priority to improve academic performance in mathematics is through teacher development. Teachers meet weekly with their colleagues and leaders to deep dive into not just the grade level content, but to develop strong pedagogy. Lessons from both envisions (ES) and Open Up (MS) are revised to increase lesson engagement and rigor. In addition we have

made some adjustments to the scope and sequence and are including additional tools and resources to the current material to ensure that we have the best lessons in front of students and that they are sequenced in a way that will lead to optimal results.

At the beginning of the year, students will take an online math diagnostic through IXL. Teachers will continue to utilize daily formative assessments to monitor growth and give feedback. Daily exit tickets, midpoint quizzes and unit exams guide instruction and student action plans. Leaders meet with staff 2-3 times per week to support this effort.

In middle school, leaders are implementing an intervention block and hiring an additional teacher to provide math intervention throughout the day. We did not find virtual tutoring to have the impact that we had desired and so will prioritize in-person supports. Elementary school will continue to dedicate Fridays to differentiation and math intervention.

It is also important to note that this year we have hired a new middle school principal who has a history of high academic achievement as a Math teacher and Dean as well as a new Dean of Math and Science. We have also hired new teachers in Math who have significantly more experience with teaching math. We hope that their expertise and new energy will result in greater gains in Math for our students.

## GOAL 4: ESSA

### **ESSA Measure 1**

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.

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

Accountability Status by Year

Year	Status
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	In Good Standing

#### ADDITIONAL CONTEXT AND EVIDENCE

The School met this measure. The school was in good standing this year, and has been in each of the past four years.

## APPENDIX A: DATA REPORTING TABLES

### NWEA - ELA

\*NWEA Data Note: Scores are not from 22-23 Fall to Spring. They are from 21-22 Spring to 22-23 Spring.

2022-23 NWEA MAP [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	256	53.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	206	51	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	60	67	34	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>7</sup>	2+ students	75%	265	26%	No

<sup>6</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2022-23 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>8</sup>	Number Proficient	Percent Proficient	Number Proficient
3	43%	23	41%	19
4	22%	11	16%	7
5	23%	13	25%	13
6	33%	17	34%	15
7	19%	9	18%	8
8	22%	8	20%	7
All	27%	81	26%	69

### End of Year Growth on 2022-23 NWEA MAP [ELA] Assessment By All Students who took test Spring 2022 and Spring 2023

Grades	Median Growth Percentile	Number Tested
3	78	46
4	50	45
5	52.5	50
6	46	43
7	51	40
8	44.5	32
All	53.5	256

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<sup>8</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

NWEA - MATH

\*NWEA Data Note: Scores are not from 22-23 Fall to Spring. They are from 21-22 Spring to 22-23 Spring.

2022-23 NWEA MAP [Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	261	41	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	239	41	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	42	71	40	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>10</sup>	2+ students	75%	273	19%	No

<sup>9</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>10</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2022-23 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>11</sup>	Number Proficient	Percent Proficient	Number Proficient
3	46%	25	49%	23
4	21%	10	19%	8
5	15%	8	16%	8
6	10%	5	12%	5
7	15%	7	14%	6
8	4%	2	4%	2
All	19%	57	19%	52

### End of Year Growth on 2022-23 NWEA MAP [Mathematics] Assessment By All Students who took test Spring 2022 and Spring 2023

Grades	Median Growth Percentile	Number Tested
3	44	47
4	46.5	44
5	24.5	48
6	48	41
7	49	39
8	19	42
All	41	261

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<sup>11</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

FOUNTAS AND PINNELL

2022-23 Fountas and Pinnell ELA Assessment End of Year Results

**Table 1 - PAVE Academy - Fountas and Pinnell Reading Levels Spring 2023**

Grade Level	K	1	2	3	4	5	6	7	8
IR Benchmark	D	J	M	P	S	V	X	Y	Z
% of Students AT or ABOVE grade level benchmark	75%	46%	46%	59%	68%	49%	52%	70%	50%

**Table 2 - PAVE Academy – Fountas and Pinnell Reading Levels Fall 2022 – Spring 2023**

Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	0%	0%	6%	94%
1	0%	2%	0%	98%
2	0%	0%	0%	100%
3	0%	4%	7%	89%
4	0%	8%	4%	88%
5	2%	23%	26%	49%
6	4%	29%	6%	61%
7	5%	33%	33%	30%
8	7%	31%	24%	38%

**\*Data Notes:**

**Table 2 -**

- For grade K level changes are taken from December administration and May administration because grade K did not test in September. All other grades are taken from September administration and May administration.
- If a student did not take the first administration for their grade (December for grade K and September for all other grades) they were not included.