

# Achievement First Brooklyn K-8 Charters

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Min Kwon



Charter	School Address	School Phone Number
Apollo	350 Linwood St Brooklyn, NY 11208	347-471-2620
Bushwick	125 Covert St Brooklyn, NY 11207	347-471-2550
Endeavor	510 Waverly Avenue Brooklyn, NY 11238	718-622-5994
Linden	800 Van Siclen Ave Brooklyn, NY 11207	347-471-2700
North Brooklyn Prep	200 Woodbine Street Brooklyn, NY 11221	347-471-2690
Voyager	601 Parkside Avenue Brooklyn, NY 11226	347-471-2640

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2023-24 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)
Romy Coquillette	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Facilities
Jonathan Atkeson	Trustee/Member	Finance
Amy Arthur Samuels	Trustee/Member	Academic, Executive
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Vice Chair	Executive
Josh Vidro	Trustee/Member	N/A
Akeem Frett	Secretary	Executive
Christopher J. Lynch	Treasurer	Executive, Finance, Facilities
David Pollack	Trustee/Member	Finance
Brandon Sorlie	Trustee/Member	Academic

### School Leaders

Charter	Principal
<b>Apollo</b>	Jessica McDonald has served as the elementary school principal since 2023. Jesse Ugglar has served as the middle school principal since 2019.
<b>Bushwick</b>	Courtney Saretzky has served as the elementary school principal since 2017. Samantha Jones has served as the middle school principal since 2022.
<b>Endeavor</b>	Colleen Young has served as the elementary school principal since 2020. Jaden Joseph has served as the middle school principal since 2022.
<b>Linden</b>	Mariama Diallo has served as the elementary school principal since 2022. Stephanie Blika has served as the middle school principal since 2022.
<b>North Brooklyn Prep</b>	Alicia Harper has served as the elementary school principal since 2021. Katherine Delacruz has served as the middle school principal since 2022.
<b>Voyager</b>	Chris Ford has served as the middle school principal since 2023.

## SCHOOL OVERVIEW

Achievement First Public Charter Schools prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education.

Endeavor and Bushwick opened in 2006. Apollo followed in 2010. North Brooklyn Prep and Linden both opened in 2014, and Voyager opened in 2016.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- An Unwavering Focus on Breakthrough Student Achievement
- Use of a Consistent, High-Quality, Standards-Aligned Curriculum
- Strategic Use of Assessments to Monitor and Address Student Performance
- Principals have the Power to Lead their School to Execute their Vision
- Principals Provide Increased Supervision Over the Quality of Instruction
- Aggressive Recruitment and Development of Talent
- Disciplined, Achievement-Oriented School Culture
- Rigorous, High-Quality, Focused Training for Principals and Leaders
- Valuing Families as Partners

In the 2023-24 school year, AF implemented a large-scale adoption of externally developed high-quality instructional materials in ELA, math, and science in middle school and in ELA in Elementary School. These curricular materials were chosen after a thorough review of EdReports data, teacher and school leader input, as well as alignment to our value of Leading for Racial Equity and ensuring we would be able to leverage materials in ways that are culturally responsive and empowering. We are continuing to use our middle school history curriculum which is a standards-based program designed internally and with the collaboration of experts in the field. We are considering adoption of externally created high-quality instructional materials in elementary school math and science over the next several years. At present, we are continuing to use our current curricula while piloting Context for Learning Mathematics and PhD Science programs as potential options. This shift will continue to provide the strong foundation for instruction that is characteristic of AF and expected by teachers and leaders, while allowing us to prioritize supporting implementation and responding to student learning data gathered from instruction and assessment.

## 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
Apollo	2021-22	83	80	84	85	94	94	94	96	87					797

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	2022-23	58	91	87	84	91	92	93	91	92					779
	2023-24	86	76	92	84	85	85	85	94	84					771
Bushwick	2021-22	82	95	99	104	110	102	105	104	107					908
	2022-23	81	95	98	103	102	102	97	105	104					887
	2023-24	90	96	98	104	95	102	104	98	99					886
Endeavor	2021-22	52	69	98	88	87	95	96	96	90					771
	2022-23	45	63	78	92	87	96	90	91	93					735
	2023-24	51	44	60	70	90	85	87	93	95					675
Linden	2021-22	51	72	90	97	103	100	87	95	72					767
	2022-23	64	62	80	97	94	75	86	70	81					709
	2023-24	44	60	62	78	96	76	81	76	72					645
North Brooklyn Prep	2021-22	95	86	94	93	93	97	97	95	97					847
	2022-23	90	94	88	88	96	96	94	94	95					835
	2023-24	86	90	91	94	92	99	96	94	94					836
Voyager	2021-22							55	64	66					185
	2022-23							41	54	60					155
	2023-24							37	52	66					155

### GOAL 1: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

#### BACKGROUND

In Achievement First's K-8 ELA program, the purpose of ELA instruction is to build a love of reading among students, to create knowledge and language-rich learning experiences, as well as to ensure that every scholar leaves elementary school proficient at reading and writing grade-level standards. In doing so, students will enter their middle school experience prepared for the academic learning ahead.

In the 2023-24 school year, our schools began a full-scale implementation of new curriculum:

- Foundations & Heggerty (K-2, sometimes 3)
- Geodes (K-2, sometimes 3)
- *Wit and Wisdom* across all of our K-8 campuses.

Through a rigorous adoption process, we identified these programs as the best choice for our students, over several other HQIM options, for a number of reasons:

- Aligned with the Science of Reading
- Intentional word and world knowledge building throughout and across grade levels
- Aligned to knowledge and skill demands of state exams (RICAS, NYSE, SBAC) (grades 3-4)
- Highly rated in EdReports
- Aligned with NY NextGen Standards
- W&W supports foundational reading skills across grades K through 4
- W&W (and thus Geodes) is built and organized into cohesive units that follow the principles of backwards design.
- Starting in kindergarten, students are positioned to ask questions, read rich, complex texts, write across various genres, make use of textual evidence, and construct explanations and arguments.
- Regular formative & summative assessments to monitor student learning are part of every module

To support strong data practices, we invest in both curriculum-based and external formative and summative assessments:

- Universal Screeners: mCLASS (K-4) and STAR (5-8) (3x; BOY, MOY, EOY)
- Foundations (K-3): Unit Exams
- Wit and Wisdom: New Reads, Focusing Question Tasks, End of Module Tasks
- Gr 3-8: Interim Assessments and Mock Exam (used as proxies for NYSE state exams)

Regarding professional development, a focus in 2023-2024 was ensuring that teachers taught the new curriculum with fidelity and integrity and that teachers were receiving regular feedback from school leaders to support their learning and development. Leaders were supported through professional development focused IPP skill building, module unpacking, and analyzing and responding to student work. Teachers were developed via professional developments based on module unpacking, lesson planning and facilitation, and response to scholar data.

## 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2023-24 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	
Apollo	3	75	2	3				80
	4	76		6				82
	5	81	1	1				83
	6	81						81
	7	92	3					95
	8	81	5					86
	All	486	11	10				507
Bushwick	3	98		1				99
	4	90		3				93
	5	95	1					96
	6	101	2					103
	7	94	2					96
	8	97	6				1	103
	All	575	11	4			1	591
Endeavor	3	65						65
	4	87						87
	5	78	1	3				82
	6	84	1	4				89
	7	88				1		89
	8	88	1	1				90
	All	490	3	8		1		502
Linden	3	72		5				77
	4	89		2				91
	5	70	4	3				77
	6	75	3	1				79
	7	72	1	1				74
	8	44	3	1		22		70
	All	422	11	13		22		468
North Brooklyn Prep	3	84		8				92
	4	86	1	7				94
	5	95	2	1				98
	6	94		1				95
	7	93	1	1				95
	8	93						93
	All	545	4	18				567
Voyager	3							
	4							
	5							

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	6	38	1					39
	7	49	2	1				52
	8	61						61
	All	148	3	1				152

Performance on 2023-24 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
Apollo	3	75	30	40.0%	65	27	41.5%
	4	76	40	52.6%	67	35	52.2%
	5	81	29	35.8%	61	19	31.1%
	6	81	28	34.6%	67	23	34.3%
	7	92	48	52.2%	81	45	55.6%
	8	81	47	58.0%	72	42	58.3%
	All	486	222	45.7%	413	191	46.2%
Bushwick	3	98	42	42.9%	84	37	44.0%
	4	90	50	55.6%	82	47	57.3%
	5	95	49	51.6%	91	46	50.5%
	6	101	56	55.4%	94	55	58.5%
	7	94	63	67.0%	88	59	67.0%
	8	97	65	67.0%	96	65	67.7%
	All	575	325	56.5%	535	309	57.8%
Endeavor	3	65	21	32.3%	59	19	32.2%
	4	87	46	52.9%	77	41	53.2%
	5	78	37	47.4%	68	31	45.6%
	6	84	36	42.9%	70	29	41.4%
	7	88	51	58.0%	78	46	59.0%
	8	88	65	73.9%	80	60	75.0%
	All	490	256	52.2%	432	226	52.3%
Linden	3	72	27	37.5%	61	25	41.0%
	4	89	33	37.1%	81	30	37.0%
	5	70	28	40.0%	46	21	45.7%
	6	75	30	40.0%	52	20	38.5%
	7	72	23	31.9%	58	19	32.8%
	8	44	23	52.3%	37	18	48.6%
	All	422	164	38.9%	335	133	39.7%

<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.

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North Brooklyn Prep	3	84	34	40.5%	71	31	43.7%
	4	86	49	57.0%	75	40	53.3%
	5	95	35	36.8%	88	30	34.1%
	6	94	53	56.4%	91	52	57.1%
	7	93	47	50.5%	83	43	51.8%
	8	93	76	81.7%	84	72	85.7%
	All	545	294	53.9%	492	268	54.5%
Voyager	3						
	4						
	5						
	6	38	16	42.1%			
	7	49	30	61.2%	36	23	63.9%
	8	61	41	67.2%	45	29	64.4%
	All	148	87	58.8%	81	52	64.2%

### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

### English Language Arts 2023-24 Performance Index

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Apollo	486	24.7%	29.7%	26.6%	19.0%

$$\begin{aligned}
 \text{PI} &= 29.7\% + 26.6\% + 19.0\% = 75.3 \\
 &+ 26.6\% + 19.0\% = 45.6 \\
 &+ (.5) * 19\% = 9.5 \\
 \text{PI} &= 130.4
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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Bushwick	575	20.9%	22.6%	37.4%	19.1%
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$$\begin{aligned}
 \text{PI} &= 22.6\% + 37.4\% + 19.1\% = 79.1 \\
 & \quad \quad \quad 37.4\% + 19.1\% = 56.5 \\
 & \quad \quad \quad + (.5)*19.1\% = 9.6 \\
 \text{PI} &= 145.2
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Endeavor	490	18.2%	29.6%	36.1%	16.1%

$$\begin{aligned}
 \text{PI} &= 29.6\% + 36.1\% + 16.1\% = 81.8 \\
 & \quad \quad \quad 36.1\% + 16.1\% = 52.2 \\
 & \quad \quad \quad + (.5)*16.1\% = 8.1 \\
 \text{PI} &= 142.1
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Linden	422	29.9%	31.4%	26.2%	12.5%

$$\begin{aligned}
 \text{PI} &= 31.4\% + 26.2\% + 12.5\% = 70.1 \\
 & \quad \quad \quad 26.2\% + 12.5\% = 38.7 \\
 & \quad \quad \quad + (.5)*12.5\% = 6.3 \\
 \text{PI} &= 110.1
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
North Brooklyn Prep	545	20.3%	25.6%	37.2%	16.9%

$$\begin{aligned}
 \text{PI} &= 25.6\% + 37.2\% + 16.9\% = 79.7 \\
 & \quad \quad \quad 37.2\% + 16.9\% = 54.1 \\
 & \quad \quad \quad + (.5)*16.9\% = 8.5 \\
 \text{PI} &= 142.3
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Voyager	148	15.3%	25.3%	40.7%	18.7%

$$\begin{aligned}
 \text{PI} &= 25.3\% + 40.7\% + 18.7\% = 84.7 \\
 & \quad \quad \quad 40.7\% + 18.7\% = 59.4 \\
 & \quad \quad \quad + (.5)*18.7\% = 9.4 \\
 \text{PI} &= 153.5
 \end{aligned}$$

### RESULTS AND EVALUATION

All schools met this goal with the exception of Linden. The PI for most schools far exceeded the goal of 113.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

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.<sup>3</sup>

2023-24 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
Apollo (District 19)	3	41.5%	65	32.4%	1,163
	4	52.2%	67	40.2%	1,165
	5	31.1%	61	34.7%	1,206
	6	34.3%	67	26.8%	1,237
	7	55.6%	81	39.8%	1,313
	8	58.3%	72	39.7%	1,406
	All	46.2%	413	35.7%	7,490
Bushwick (District 32)	3	44.0%	84	23.7%	506
	4	57.3%	82	35.2%	585
	5	50.5%	91	27.3%	576
	6	58.5%	94	30.7%	706
	7	67.0%	88	40.7%	750
	8	67.7%	96	43.0%	827
	All	57.8%	535	34.5%	3,950
Endeavor (District 13)	3	32.2%	59	59.6%	800
	4	53.2%	77	58.9%	728
	5	45.6%	68	53.7%	776
	6	41.4%	70	41.8%	510
	7	59.0%	78	56.4%	500
	8	75.0%	80	51.2%	465
	All	52.3%	432	54.4%	3,779
Linden	3	41.0%	61	32.4%	1,163

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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(District 19)	4	37.0%	81	40.2%	1,165
	5	45.7%	46	34.7%	1,206
	6	38.5%	52	26.8%	1,237
	7	32.8%	58	39.8%	1,313
	8	48.6%	37	39.7%	1,406
	All	39.7%	335	35.7%	7,490
North Brooklyn Prep (District 32)	3	43.7%	71	23.7%	506
	4	53.3%	75	35.2%	585
	5	34.1%	88	27.3%	576
	6	57.1%	91	30.7%	706
	7	51.8%	83	40.7%	750
	8	85.7%	84	43.0%	827
All	54.5%	492	34.5%	3,950	
Voyager (District 17)	3			38.9%	827
	4			46.3%	871
	5			41.4%	886
	6			43.8%	1,040
	7	63.9%	36	51.7%	1,056
	8	64.4%	45	48.8%	941
	All	64.2%	81	45.4%	5,621

### 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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>4</sup>

<sup>4</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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### 2022-23 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Apollo	3	82.5%	446.0	440.1	0.58
	4	87.4%	449.0	442.1	0.67
	5	84.8%	139.0	441.2	-0.24
	6	85.7%	446.0	440.2	0.67
	7	81.7%	453.0	444.3	0.96
	8	75.6%	457.0	448.8	0.85
	All	82.9%	448.3	442.8	0.58
Bushwick	3	88.6%	443.0	438.8	0.40
	4	90.7%	451.0	441.4	0.95
	5	84.3%	450.0	441.3	0.93
	6	86.1%	448.0	440.2	0.92
	7	85.1%	451.0	443.7	0.84
	8	81.4%	460.0	448.0	1.25
	All	85.9%	450.6	442.3	0.89
Endeavor	3	78.3%	449.0	441.0	0.80
	4	73.9%	450.0	445.0	0.51
	5	81.1%	445.0	442.0	0.31
	6	82.2%	445.0	441.0	0.44
	7	82.6%	450.0	444.1	0.65
	8	85.9%	464.0	447.3	1.92
	All	80.6%	450.5	443.4	0.78
Linden	3	88.0%	436.0	439.0	-0.29
	4	85.2%	450.0	442.6	0.73
	5	89.5%	439.0	440.3	-0.13
	6	87.5%	444.4	439.9	0.48
	7	84.3%	451.0	443.8	0.83
	8	77.8%	455.0	448.5	0.68
	All	85.5%	445.4	442.1	0.36
North Brooklyn Prep	3	88.2%	435.0	438.9	-0.39
	4	84.4%	447.0	442.7	0.42
	5	91.0%	445.0	440.0	0.54
	6	91.5%	442.0	439.1	0.33
	7	85.1%	451.0	443.7	0.84
	8	91.6%	462.0	446.4	1.69
	All	88.6%	447.0	441.8	0.58
Voyager	3				
	4				
	5				

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
	6	83.3%	446.0	440.7	0.58
	7	79.2%	452.0	444.7	0.81
	8	78.7%	456.0	448.4	0.79
	All	80.2%	451.9	445.0	0.74

### ELA Measure 5 - 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>5</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Apollo	4	51.5	50.0
	5	40.3	50.0
	6	46.6	50.0
	7	57.0	50.0
	8	50.4	50.0
	All	49.1	50.0
Bushwick	4	53.8	50.0
	5	57.2	50.0
	6	41.9	50.0
	7	50.7	50.0
	8	53.6	50.0
	All	51.6	50.0

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Endeavor	4	46.7	50.0
	5	41.7	50.0
	6	43.7	50.0
	7	45.2	50.0
	8	55.3	50.0
	All	46.6	50.0
Linden	4	51.8	50.0
	5	45.1	50.0
	6	58.4	50.0
	7	54.7	50.0
	8	60.2	50.0
	All	54.2	50.0
North Brooklyn Prep	4	58.5	50.0
	5	58.8	50.0
	6	43.6	50.0
	7	45.4	50.0
	8	57.5	50.0
	All	52.9	50.0
Voyager	4		50.0
	5		50.0
	6	46.7	50.0
	7	55.2	50.0
	8	54.5	50.0
	All	52.8	50.0

### ELA INTERNAL EXAM RESULTS

During 2023-24, 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 ELA: mCLASS in grades K-4 & STAR Reading in Grades 5-8.

#### mCLASS (K-4)

#### Percent Proficient for 2023-24 mCLASS

	Grades	Percent Proficient <b>BOY</b>	Percent Proficient <b>EOY</b>	Percentage Point Difference
Apollo	K	44.2%	88.5%	44.3%
	1	57.9%	84.0%	26.1%
	2	54.4%	69.2%	14.8%
	3	68.4%	84.1%	15.7%
	4	60.5%	57.3%	-3.2%
	<b>All</b>		<b>56.8%</b>	<b>76.5%</b>
Bushwick	K	34.4%	80.7%	46.3%
	1	44.2%	75.5%	31.3%
	2	47.4%	58.9%	11.5%

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	3	40.8%	60.2%	19.4%
	4	34.7%	50.0%	15.3%
	<b>All</b>	<b>40.4%</b>	<b>64.9%</b>	<b>24.5%</b>
Endeavor	K	36.0%	81.6%	45.6%
	1	47.7%	70.7%	23.0%
	2	41.7%	69.5%	27.8%
	3	36.8%	62.7%	25.9%
	4	56.5%	54.8%	-1.7%
	<b>All</b>	<b>44.6%</b>	<b>66.0%</b>	<b>21.4%</b>
Linden	K	43.2%	71.4%	28.2%
	1	51.7%	75.4%	23.7%
	2	30.6%	63.2%	32.6%
	3	48.1%	60.5%	12.4%
	4	52.1%	47.3%	-4.8%
	<b>All</b>	<b>46.0%</b>	<b>61.5%</b>	<b>15.5%</b>
North Brooklyn Prep	K	17.6%	84.1%	66.5%
	1	46.7%	83.5%	36.8%
	2	38.2%	85.7%	47.5%
	3	37.2%	82.8%	45.6%
	4	37.4%	87.9%	50.5%
	<b>All</b>	<b>35.6%</b>	<b>84.8%</b>	<b>49.2%</b>

### STAR Reading (5-8)

The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

Our target goal of 50 refers to the average student growth percentile. STAR Reading is a nationally administered assessment, giving us comparative data. This comparative data helps us understand how students at AF grew relative to peers across the country, given the same initial data. For the purposes of this goal, we expect the average student growth percentile to be at the 50th percentile comparing beginning of year scores to end of year scores.

### End of Year Growth on 2023-24 STAR Reading Assessment By All Students

	Grades	Median Growth Percentile	Number Tested
Apollo	5	30	72
	6	33	34
	7	44.5	74
	8	59	65
	<b>All</b>	<b>42</b>	<b>246</b>

	Grades	Median Growth Percentile	Number Tested
Linden	5	21	70
	6	50	74
	7	47	71
	8	47	60
	<b>All</b>	<b>43</b>	<b>275</b>

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Bushwick	5	43	96
	6	56	102
	7	60	93
	8	61	94
	<b>All</b>	<b>55</b>	<b>385</b>
Endeavor	5	39	65
	6	50	74
	7	62	77
	8	65	83
	<b>All</b>	<b>53</b>	<b>299</b>

North Brooklyn Prep	5	62	94
	6	44	93
	7	73	88
	8	45	89
	<b>All</b>	<b>58</b>	<b>364</b>
Voyager	5		
	6	39	35
	7	44.5	42
	8	40	55
	<b>All</b>	<b>42</b>	<b>132</b>

### 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.	Apollo: NO Bushwick: NO Endeavor: NO Linden: NO North Brooklyn: NO Voyager: 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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: NO North Brooklyn: YES Voyager: YES
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.	Apollo: YES Bushwick: YES Endeavor: NO Linden: YES North Brooklyn: YES Voyager: YES
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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: YES North Brooklyn: YES Voyager: YES
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.	Apollo: NO Bushwick: YES Endeavor: NO Linden: YES North Brooklyn: YES Voyager: YES

Growth	Each year, the percent of students at or above the proficiency benchmark on the internally administered mCLASS assessment will increase by 10% from the beginning of the year to the end of the year for all students in grade K through 4.	Apollo: YES Bushwick: YES Endeavor: YES Linden: YES North Brooklyn: YES Voyager: N/A
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	Apollo: NO Bushwick: YES Endeavor: YES Linden: NO North Brooklyn: YES Voyager: NO

EVALUATION OF ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures. No schools met the absolute goals of reaching 75% proficient, but 5/6 schools’ met that year’s state MIP as set forth in the state’s ESSA accountability system. 5 of 6 schools met the comparative goal that 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. All six schools met the comparative goal that 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. When it comes to the three growth measures and goals, 4 of 6 schools met the goal that the school’s mean unadjusted growth percentile in ELA for all tested students in grades 4-8 will be above the target of 50; 5 of 5 schools met the goal that the percent of students at or above the proficiency benchmark on the internally administered mCLASS assessment will increase by 10% from the beginning of the year to the end of the year for all students in grade K through 4; and, 3 of six schools met the growth goal that the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 24-25 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA Directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort. In particular, the Sr. Director of K-12 reading will focus on STAR performance 3x a year as well as scaling the use of Lexia’s PowerUp program for all students in need of reading intervention across all 23 middle and high schools. This program, created and supported by one of the leading organizations in the science of reading, ensures students reading below grade level have access to the exact reading content that will fill their unique reading gaps. Our Sr. Director of Reading works closely with directors on

team Special Services to train school leaders and teachers on the program, monitor its rollout and implementation, and support its consistent usage for our striving readers. The ES Teaching and Learning team will support mCLASS data and analysis across K-4 campuses.

This year is our second year implementing a science of reading aligned curriculum - Wit and Wisdom from Great Minds - across our K-8 classrooms. We will continue to assess 5-8 scholars using the STAR assessment, and in grades K-4, we will be using the mCLASS/Dibels reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in most cases 3rd grade) classrooms and have implemented Geodes, a Great Minds series of decodable texts aligned to both Wit & Wisdom and the FUNdations scope and sequence. We are also investing in sending our network leaders and school teams to literacy professional development, including the Reading League conference.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and interim assessments) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with the dean cohort once per month, leader pods occurring 4x a year, and a day long Day of Practice for all leaders and teachers.

## GOAL 2: MATHEMATICS

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

### BACKGROUND

In the K-4 mathematics program at Achievement First, mathematics instruction is focused on fostering our student's mathematical identities such that they see themselves as powerful mathematicians. We are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm.

To bring this vision to fruition, the AF math program is made up of 4 components:

- Core Math Lesson: Through the use of guided inquiry, students develop conceptual understanding of big ideas and strategies aligned to grade level standards by making connections to previously learned content and applying mathematical practices.
- CGI: Students develop a problem solving approach and conceptual understanding of varied problem types, strategies and mathematical principles by solving real-world story problems and

applying mathematical practices. In the 23-24 school year we continued to invest in strengthening our Cognitively Guided Instruction, a framework that helps teachers to understand how student's mathematical ideas develop, and provides an opportunity to build on the student's own thinking and understanding.

- Math Routines (K-2): Through strategically designed problem strings or routines, students deepen their number sense and flexibility with numbers to gain fluency with priority skills and big ideas.
- Math Cumulative Review (3-4): Individualized and whole group instruction used to solidify skills and understandings students have acquired as well as revisit strategic topics in order to facilitate the making of connections and skill fluency overtime.

To ensure that our academic program meets the needs of the students we serve, we require the strategic use of benchmark assessments, (Internally built Interim Assessments and Spiraled Quizzes) that are taken by EVERY student. The data from these assessments are used by teachers, school leaders, and network instructional teams to inform instructional decisions to further support student learning throughout the school year. Additionally, schools leveraged adaptive online programs during the 23-24 school year to reinforce conceptual understanding on foundational skills.

- ST Math: Visual practice that removes language as a barrier to entry
- IXL or Dreambox: Allows for standards aligned practice in a variety of questioning formats

In order to support our schools in achieving student achievement goals , we strategically mapped out professional learning opportunities for both school leaders and teachers focused on the following key components:

- Develop a shared understanding of mathematical teaching and learning philosophy and build utility with navigating the curriculum and supplement resources
- Build discrete and differentiated teacher and leaders skills based on the individual needs of leaders and teachers.
- Build vision and skill in analyzing summative data to unpack individual student's mastery and retention of standards taught up to the point of administration
- Sub-group data analysis (Black Scholars, Black Male Scholars, MLLs, Students with Disabilities) and planning for supporting all learners

This year, for the first time, we are using a nationally renowned, research-based curriculum as our primary curriculum in Grades 5-8. In 2023-2024, Achievement First Middle Schools began full implementation of Illustrative Mathematics in Grade 5-8. Our top priority this year is helping students develop proficiency with mathematical practice standards and conceptual understanding through the faithful implementation of this core curriculum. We selected Illustrative Mathematics as it obtained high ratings from EdReports and is aligned to our vision for math instruction, and strong alignment to NY state math standards.

In the 5-8 mathematics program at Achievement First, we are committed to a program that approaches teaching from an asset-based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. To bring this vision to fruition, the AF math program is made up of two primary components:

- Illustrative Math Lesson
- Cumulative Review/Intervention: During CR time, students are working on skills that are either aligned to current unit skills, aligned to spiral review from previous units, or aligned to individual student needs.

To support implementation of Illustrative Mathematics curriculum:

- teachers attended 3-days of summer training facilitated by Imagine Learning vendors of Illustrative Mathematics
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an Illustrative Mathematics Implementation Progression from Columbia's Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as Interim Assessments built by Achievement Network, or ANet, to monitor learning across the year. ANet curriculum-compatible interim assessments complement the curricula's existing daily and unit-level assessments. Schools developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

In our high school mathematics program at Achievement First, we believe that a high quality mathematics education not only involves developing and mastering key skills and concepts, but additionally fostering students' mathematical identities such that they see themselves as powerful mathematicians with the ability to use the transformative power of mathematical practices to enrich our lives beyond college and career aspirations. We seek to prepare all of our students to meet the mathematical thinking/quantitative demands of their future careers and lives as well as to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

In the 2023 - 2024 school year, we focused on strengthening our quality of instruction and improving student achievement in our high school math classes by implementing Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards. Illustrative Mathematics provides rigorous, grade-appropriate curricular materials that positions teachers as facilitators and students as active thinkers and doers of mathematics. Given that Illustrative Mathematics curricular offerings go up to Algebra 2, we continued to use our internally-developed curriculum in Precalculus, Calculus and AP Calculus aligned to college readiness and AP standards. However, to strengthen the quality of instruction and improve student learning outcomes in those courses, we additionally leveraged instructional strategies and routines from Illustrative Mathematics as best practices aligned to our vision.

To best support teachers and leaders with implementation of Illustrative Mathematics and facilitating instruction aligned to our vision of excellence in mathematics, we:

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- Provided monthly professional development to leaders and teachers, in addition to the robust summer training all attended
- Measured and tracked the quality of implementation according to Implementation Progression Indicators from Columbia’s Center for Public Research & Leadership
- Conducted quarterly instructional improvement walkthroughs, and
- Developed and executed data driven school support plans to drive instructional improvement and student learning outcomes.

To appropriately monitor student progress and instructional effectiveness across the year, we implement formative and summative assessments including Pre-Unit Assessments, End of Unit Assessments, and quarterly Interim Assessments . From these assessments, teachers and leaders develop data driven plans to respond to student needs and inform instructional practice. For the courses implementing Illustrative Mathematics, Interim Assessments were developed by the Achievement Network (ANET) to ensure focus, coherence, and rigor to standards and alignment with the curriculum.

### 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.

2023-24 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
Apollo	3	79		3						82
	4	77		5						82
	5	82	1							83
	6	81								81
	7	93	2							95
	8	81	5							86
	All	493	8	8						509
Bushwick	3	97		1						98
	4	92		3						95
	5	97								97
	6	102	1							103
	7	95	1							96
	8	98	6							104

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	All	581	8	4					593
Endeavor	3	67							67
	4	84	1						85
	5	78		4					82
	6	83	1	5					89
	7	86	1	2					89
	8	85	2	3					90
	All	483	5	14					489
Linden	3	69		6					75
	4	86		4					90
	5	76		1					77
	6	78		1					79
	7	72							72
	8	20	4	1				45	70
	All	401	4	13				45	463
North Brooklyn Prep	3	83		8					91
	4	86	2	6					94
	5	98							98
	6	90	5						95
	7	92	3						95
	8	93							93
	All	542	10	14					566
Voyager	3								
	4								
	5								
	6	38	1						39
	7	50	1						51
	8	61							61
	All	149	2						151

### Performance on 2023-24 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
Apollo	3	79	57	72.2%	68	51	75.0%
	4	77	62	80.5%	67	54	80.6%
	5	82	35	42.7%	62	24	38.7%
	6	81	32	39.5%	67	25	37.3%
	7	93	75	80.6%	81	65	80.20%
	8	81	55	67.9%	72	52	72.2%

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	All	493	316	64.1%	417	271	65.0%
Bushwick	3	97	54	55.7%	83	49	59.0%
	4	92	61	66.3%	82	55	67.1%
	5	97	66	68.0%	93	63	67.7%
	6	102	81	79.4%	95	78	82.1%
	7	95	58	61.1%	89	54	60.7%
	8	98	71	72.4%	97	71	73.2%
	All	581	391	67.3%	539	370	73.2%
Endeavor	3	67	39	58.2%	61	34	55.7%
	4	84	59	70.2%	74	53	71.6%
	5	78	31	39.7%	68	26	38.2%
	6	83	34	41.0%	70	29	41.4%
	7	86	62	72.1%	76	55	72.4%
	8	85	67	78.8%	77	60	77.9%
	All	483	292	60.5%	426	257	60.3%
Linden	3	69	35	50.7%	58	30	51.7%
	4	86	37	43.0%	78	33	42.3%
	5	76	20	26.3%	47	17	36.2%
	6	78	24	30.8%	52	17	32.7%
	7	72	25	34.7%	57	20	35.1%
	8	20	6	30.0%	15	2	13.3%
	All	401	147	36.7%	307	119	38.7%
North Brooklyn Prep	3	83	70	84.3%	71	60	84.5%
	4	86	80	93.0%	75	69	92.0%
	5	98	53	54.1%	91	48	52.7%
	6	90	56	62.2%	87	53	60.9%
	7	92	47	51.1%	82	44	53.7%
	8	93	76	81.7%	84	71	84.5%
	All	542	382	70.5%	490	345	70.4%
Voyager	3						
	4						
	5						
	6	38	19	50.0%			
	7	50	27	54.0%	36	17	47.2%
	8	61	41	67.2%	45	31	68.9%
	All	149	87	58.4%	81	48	59.3%

### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

#### Mathematics 2023-24 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>Apollo</b>	493	17.0%	19.0%	36.0%	28.0%

$$\begin{aligned}
 \text{PI} &= 19\% + 36\% + 28\% = 83 \\
 &+ 36\% + 28\% = 64 \\
 &+ (.5) * 28\% = 14 \\
 \text{PI} &= 161
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>Bushwick</b>	581	14.5%	18.2%	41.0%	26.3%

$$\begin{aligned}
 \text{PI} &= 18.2\% + 41.0\% + 26.3\% = 85.5 \\
 &+ 41.0\% + 26.3\% = 67.3 \\
 &+ (.5) * 26.3\% = 13.2 \\
 \text{PI} &= 166
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>Endeavor</b>	483	15.3%	24.2%	37.9%	22.6%

$$\begin{aligned}
 \text{PI} &= 24.2\% + 37.9\% + 22.6\% = 84.7 \\
 &+ 37.9\% + 22.6\% = 60.5 \\
 &+ (.5) * 22.6\% = 11.3 \\
 \text{PI} &= 156.5
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>Linden</b>	401	30.6%	33.1%	29.1%	7.2%

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$$\begin{aligned}
 \text{PI} &= 33.1\% + 29.1\% + 7.2\% = 69.4 \\
 &29.1\% + 7.2\% = 36.3 \\
 &+ (.5)*7.2\% = 3.6 \\
 \text{PI} &= 109.3
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>North Brooklyn Prep</b>	542	11.4%	18.0%	40.9%	29.7%

$$\begin{aligned}
 \text{PI} &= 18.0\% + 40.9\% + 29.7\% = 88.6 \\
 &40.9\% + 29.7\% = 70.6 \\
 &+ (.5)*29.7\% = 14.9 \\
 \text{PI} &= 174.1
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
<b>Voyager</b>	149	17.1%	25.0%	42.1%	15.8%

$$\begin{aligned}
 \text{PI} &= 25.0\% + 42.1\% + 15.8\% = 82.9 \\
 &42.1\% + 15.8\% = 57.9 \\
 &+ (.5)*15.8\% = 7.9 \\
 \text{PI} &= 148.7
 \end{aligned}$$

### RESULTS AND EVALUATION

All schools met this goal with the exception of Linden. The PI for most schools far exceeded the goal of 115.3.

#### 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.

#### METHOD

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.

#### 2023-24 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

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		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Apollo (District 19)	3	75.0%	68	43.5%	1,263
	4	80.6%	67	51.1%	1,233
	5	38.7%	62	44.6%	1,161
	6	37.3%	67	26.1%	1,338
	7	80.20%	81	39.0%	1,360
	8	72.2%	72	39.3%	1,158
	All	65.0%	417	40.4%	7,513
Bushwick (District 32)	3	59.0%	83	37.8%	553
	4	67.1%	82	36.2%	638
	5	67.7%	93	36.4%	514
	6	82.1%	95	33.3%	744
	7	60.7%	89	45.0%	777
	8	73.2%	97	36.9%	306
	All	73.2%	539	37.9%	3,532
Endeavor (District 13)	3	55.7%	34	60.0%	813
	4	71.6%	53	55.5%	735
	5	38.2%	26	48.0%	783
	6	41.4%	29	38.9%	514
	7	72.4%	55	48.3%	480
	8	77.9%	60	23.8%	311
	All	60.3%	257	48.9%	3,636
Linden (District 19)	3	51.7%	58	43.5%	1,263
	4	42.3%	78	51.1%	1,233
	5	36.2%	47	44.6%	1,161
	6	32.7%	52	26.1%	1,338
	7	35.1%	57	39.0%	1,360
	8	13.3%	15	39.3%	1,158
	All	38.7%	307	40.4%	7,513
North Brooklyn Prep (District 32)	3	84.5%	71	37.8%	553
	4	92.0%	75	36.2%	638
	5	52.7%	91	36.4%	514
	6	60.9%	87	33.3%	744
	7	53.7%	82	45.0%	777
	8	84.5%	84	36.9%	306
	All	70.4%	490	37.9%	3,532
Voyager (District 17)	3			51.3%	860
	4			53.2%	908
	5			47.5%	892
	6			42.5%	1,081
	7	47.2%	36	43.9%	978
	8	68.9%	45	43.3%	904

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	All	59.3%	81	46.7%	5,623
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### 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.

### METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>6</sup>

### 2022-23 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Apollo	3	82.5%	456.0	446.1	0.71
	4	87.4%	456.0	443.9	0.86
	5	84.8%	448.0	442.4	0.44
	6	85.7%	460.0	442.4	1.39
	7	81.7%	469.0	446.4	1.77
	8	75.6%	470.0	441.1	1.92
	All	82.9%	459.8	443.7	1.18
Bushwick	3	88.6%	452.0	444.5	0.51
	4	90.7%	458.0	442.9	1.07
	5	84.3%	467.0	442.5	1.92
	6	86.1%	464.0	442.3	1.71
	7	85.1%	457.0	445.4	0.91
	8	81.4%	468.0	440.1	1.86
	All	85.9%	461.0	442.9	1.33
Endeavor	3	78.3%	463.0	447.3	1.17
	4	73.9%	454.0	448.1	0.45

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
	5	81.1%	448.0	443.5	0.35
	6	82.2%	462.0	443.4	1.43
	7	82.6%	457.0	446.1	0.85
	8	85.9%	471.0	439.3	2.04
	All	80.6%	458.2	445.0	0.96
Linden	3	88.0%	436.0	444.7	-0.62
	4	85.2%	450.0	444.6	0.39
	5	89.5%	443.0	440.9	0.17
	6	87.5%	447.0	441.8	0.41
	7	84.3%	453.0	445.6	0.58
	8	77.8%	451.0	440.8	0.68
	All	85.5%	446.2	443.1	0.23
North Brooklyn Prep	3	88.2%	460.0	444.6	1.10
	4	84.4%	465.0	444.8	1.44
	5	91.0%	457.0	440.4	1.31
	6	91.5%	450.0	440.6	0.74
	7	85.1%	452.0	445.4	0.52
	8	91.6%	468.0	438.3	1.82
	All	88.6%	458.6	442.3	1.15
Voyager	3				
	4				
	5				
	6	83.3%	446.0	443.1	0.22
	7	79.2%	453.0	447.1	0.46
	8				
	All	81.1%	449.8	445.3	0.35

### Math Measure 5 - 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>7</sup>

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

### 2022-23 Mathematics Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Apollo	4	46.3	50.0
	5	43.5	50.0
	6	63.5	50.0
	7	67.8	50.0
	8	70.0	50.0
	All	58.2	50.0
Bushwick	4	55.4	50.0
	5	72.5	50.0
	6	61.8	50.0
	7	49.3	50.0
	8	67.0	50.0
	All	61.2	50.0
Endeavor	4	41.3	50.0
	5	43.1	50.0
	6	69.5	50.0
	7	55.0	50.0
	8	70.3	50.0
	All	54.5	50.0
Linden	4	46.2	50.0
	5	53.2	50.0
	6	67.9	50.0
	7	54.7	50.0
	8	59.8	50.0
	All	56.5	50.0
North Brooklyn Prep	4	66.0	50.0
	5	70.0	50.0
	6	33.8	50.0
	7	44.1	50.0
	8	66.1	50.0
	All	56.0	50.0
Voyager	4		50.0
	5		50.0
	6	64.5	50.0
	7	46.1	50.0
	8		50.0
	All	53.9	50.0

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, 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: internally created Interim Assessments in grades 3-8.

A comparison between the October 2023 (IA1) and March 2024 (IA3) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam.

Percent Proficient for 2023-24 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Apollo	3	54%	46%	-8%
	4	41%	66%	25%
	5	33%	36%	3%
	6	21%	30%	9%
	7	45%	69%	24%
	8	27%	57%	30%
Bushwick	3	46%	40%	-6%
	4	54%	63%	9%
	5	73%	74%	1%
	6	71%	82%	11%
	7	36%	66%	30%
	8	47%	71%	24%
	8th Algebra	89%	97%	8%
Endeavor	3	50%	55%	5%
	4	41%	55%	14%
	5	29%	32%	4%
	6	14%	28%	14%
	7	44%	57%	13%
	8	15%	59%	44%
Linden	3	51%	52%	1%
	4	26%	30%	4%
	5	27%	26%	-1%
	6	5%	18%	13%
	7	16%	28%	12%
	8	14%	6%	-8%
	8th Algebra	88%	72%	-4%
North Brooklyn Prep	3	78%	84%	6%
	4	88%	92%	4%
	5	46%	51%	5%
	6	32%	54%	22%
	7	36%	41%	5%
	8	50%	68%	18%

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Voyager	6	40%	51%	11%
	7	22%	44%	22%
	8	25%	59%	34%

### SUMMARY OF THE MATHEMATICS GOAL

Overall, the mathematics goal was met for Growth (above the target of 50) by all schools in the cohort. All schools, except Linden, met the measures for Absolute (aggregate PI), Comparative (both measures), and Growth (10% growth in proficient scholars). The measure for Absolute (enrolled in at least their second year absolute proficiency) was not met by all schools in the cohort.

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.	Apollo: NO Bushwick: NO Endeavor: NO Linden: NO North Brooklyn: NO Voyager: 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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: NO North Brooklyn: YES Voyager: YES
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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: NO North Brooklyn: YES Voyager: YES
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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: NO North Brooklyn: YES Voyager: YES
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.	Apollo: YES Bushwick: YES Endeavor: YES Linden: YES North Brooklyn: YES Voyager: YES
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient.	Apollo: YES Bushwick: YES

		Endeavor: YES Linden: NO North Brooklyn: YES Voyager: YES
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**EVALUATION OF THE MATHEMATICS GOAL**

Despite challenges in meeting the measures outlined in this report, the network did overall meet 5 of the 6 measures. This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in math towards proficiency.

No schools met measure 1. Schools saw a range of percent proficient across grades. North Brooklyn Prep had strong outlier percent proficiency compared to the cohort across multiple grades.

For measure 2, all schools but Linden met the measure of 80% of students scoring at a level 3 or higher. Apollo, Bushwick, and North Brooklyn Prep had the highest percentage of students scoring at a level 3 or 4.

For measure 3, all schools, except Linden met the measure. We outperformed the district consistently in grades 3, 4, 7, 8. North Brooklyn Prep, Voyager, and Bushwick outperformed the district in all grades.

For measure 4, all schools, except Linden met the measure. Bushwick was a bright spot with a 1.33 average. Apollo, Endeavor, North Brooklyn Prep, and Bushwick outperformed the effect size metric in all grades.

For measure 5, all schools met the measure. Mean growth percentiles varied across grade levels. Bushwick was a bright spot with a 61.2 mean growth percentile average across all grades.

For measure 6, all schools, except Linden met the measure. Voyager was a bright spot with an average of 22% between each Interim Assessment cycle.

**ADDITIONAL CONTEXT AND EVIDENCE**

In 2023-2024, we launched a new curriculum in grades 5-8, Illustrative Mathematics. Based on the work of Student Achievement Partners, Instruction Partners and others who have studied implementation efforts research shows you need at least 3-5 years to fully implement a curricular change. Additionally, to assess student learning on the universally adopted curriculum, we contracted with Achievement Network (Anet) to build interim assessments aligned to state math standards and curriculum bringing clarity and coherence during our implementation and assessment of student proficiency. In prior years, we used in-house built interim assessments which did not meet the bar for grade-level rigor as determined by the state. The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the Illustrative Mathematics curriculum in Grades 5-8 starting in 23-24. This rigorous curriculum increased the quality of math instruction this cohort of students received.

## MATHEMATICS ACTION PLAN

For the year 24-25, we are continuing our implementation of Illustrative Mathematics in Grades 5-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the state assessment.

In the K-4 mathematics program at Achievement First, we are continuing to expand our pilot for Context for Learning Mathematics for the core math block. CFLM curriculum uses a workshop environment and authentic real life contexts to foster the use of mathematical models as thinking tools. CFLM in combination with our existing math program component of CGI will support teachers in meeting instructional rigor and driving depth of thinking, as aligned on state assessments.

In Grades 5-8, we have partnered with IXL Math to focus on promoting conceptual understanding through custom skills matching state standards and Illustrative Mathematics curriculum and build procedural fluency. Additionally, we are using the IXL Math Diagnostic, to provide schools with up-to-date, accurate assessments of student proficiency to support instructional decisions to amplify student growth.

Deans who coach math across grade K-8 will have monthly professional development days with sessions aligned with the Network priority of Excellent Tier 1 instruction. Development will include real-time observations of math classrooms with shared debriefs and planning for next coaching steps. Additionally, schools will be developed on data progress monitoring. After each interim, K-8, deans and teachers will analyze data trends for their students to create actionable data plans for student learning.

## GOAL 3: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

Across all of K-8 science we emphasize the three dimensions of science instruction that anchor the NY state science standards and the Next Generation Science Standards: Disciplinary Core Ideas, Cross-Cutting Concepts, and Science and Engineering Practices. We see three-dimensional science instruction using relevant, rigorous, and standards-aligned curriculum as foundational to ensuring we are providing full access to science instruction and experiences that will provide students with the access and opportunity to disrupt the underrepresentation of BIPOC and women in the STEM workforce and equip all students with the conceptual understanding of the natural world and a framework to think scientifically necessary for all members of our society.

At Achievement First elementary schools, the purpose of science instruction is to build a love of science and engineering, and to build content knowledge and skill with science practices. This joint purpose serves to lay the foundation for future science learning.

Our internally-developed NYS P-12 Science Standards-aligned curriculum materials are organized into cohesive units that follow the BSCS 5-E cycle of inquiry. Teachers play the role of facilitator and students,

starting in kindergarten, are positioned to ask questions, obtain evidence, and construct explanations. Regular formative assessments to monitor student learning are part of every unit.

A focus in 2023-2024 was ensuring science was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

In 2023-2024, Achievement First Middle Schools began full implementation of OpenSciEd in Grade 6-8. We selected OpenSciEd as it obtained high ratings from EdReports and is aligned to NYS P-12 Science Standards, as well as to our vision for science instruction. Students collaboratively engage in the science practices to work towards explanations of phenomena across units of instruction.

We continued to use our internally-developed curriculum in Grade 5. With this, we intentionally worked to support Grade 5 teachers in teaching in a more phenomena-based way using strategies and tools from OpenSciEd.

To support implementation of OpenSciEd and our Grade 5 curriculum:

- teachers attended 3-days of summer training facilitated by OpenSciEd facilitators
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an OpenSciEd Implementation Progression from Columbia’s Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as NWEA’s MAP Science Growth to monitor learning across the year. Leaders developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

## ELEMENTARY AND MIDDLE SCIENCE

### Science 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 <sup>nd</sup> Year		
		Number Tested	Number Proficient	Percent Proficient
Apollo	5	61	20	32.8%
	8	72	38	52.8%
	All	133	58	43.6%
Bushwick	5	92	36	39.1%
	8	96	48	50.0%
	All	188	84	44.7%
Endeavor	5	68	24	35.3%
	8	71	42	59.2%
	All	139	66	47.5%
Linden	5	46	18	39.1%
	8	57	26	45.6%
	All	103	44	42.7%
North Brooklyn Prep	5	91	19	20.9%
	8	84	60	71.4%
	All	175	79	45.1%
Voyager	5			
	8	45	27	60.0%
	All	45	27	60.0%

### Science Measure 2 - Comparative

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

The 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 and the results for the respective grades in the school district of comparison.

### 2023-24 State Science Exam

#### Charter School and District Performance by Grade Level

	Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Apollo (District 19)	5	61	20	32.8%			
	8	72	38	52.8%			

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	All	133	58	43.6%			
Bushwick (District 32)	5	92	36	39.1%			
	8	96	48	50.0%			
	All	188	84	44.7%			
Endeavor (District 13)	5	68	24	35.3%			
	8	71	42	59.2%			
	All	139	66	47.5%			
Linden (District 19)	5	46	18	39.1%			
	8	57	26	45.6%			
	All	103	44	42.7%			
North Brooklyn Prep (District 32)	5	91	19	20.9%			
	8	84	60	71.4%			
	All	175	79	45.1%			
Voyager (District 17)	5						
	8	45	27	60.0%			
	All	45	27	60.0%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

AF Brooklyn K-8 Schools did not meet the absolute proficiency goal for science on the NY State examination. Comparative data is not currently available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Apollo: NO Bushwick: NO Endeavor: NO Linden: NO North Brooklyn: NO Voyager: NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Apollo: Bushwick: Endeavor: Linden: North Brooklyn: Voyager:

### EVALUATION OF THE SCIENCE GOAL

No school met the absolute proficiency goal for science of 75% in 5th or 8th grade. For 8th grade, 2 of the six schools performed within 15% of the goal, specifically North Brooklyn Prep (-3.6%) and Voyager (-15%). The other 4 schools performed between 15.8%-29.4% below the goal for 8th grade.

In comparison to 8th, 5th grade performance was further below the goal. Schools ranged from 54.1-35.9% under goal for 5th grade.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, for proficiency across both 5th and 8th, schools ranged from 15-31.4% below goal.

At the time of writing, comparative data is not available so that goal cannot be evaluated.

The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the OpenSciEd curriculum in Grades 6-8 starting in 23-24. This rigorous curriculum increased the quality of science instruction this cohort of students received in 8th grade. Performance likely remains under the goal of 75% as this cohort of students did not have instruction with OpenSciEd in grades 6-7.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

### ACTION PLAN

For the year 24-25, we are continuing our implementation of OpenSciEd in Grades 6-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the Grade 8 state science assessment given it assesses learning across Grades 6-8.

Schools will begin implementing OpenSciEd in Grade 5 in January 2025 when the first units are available. This implementation will be supported with professional development, coaching, and observations.

Also in 24-25, all K-4 schools will have a teacher staffing model with science specialists who teach only science in grades 3-4 (with a subset of schools also hiring science specialists for K-2). This staffing change will improve the consistency and quality of science instruction. As a network, we will be evaluating high-quality K-4 science curricula for adoption with the intention of implementing in 25-26 and/or 26-27. Adoption will serve to improve elementary instructional quality and K-8 vertical coherence.

These plans across K-8 science will be furthered through our overall network priority of Excellence in Tier 1 instruction. We are prioritizing development in specific elements of teaching across the year, starting with classroom environment and instructional rigor at the start of the year and expanding to depth of thinking and response to data as the school year progresses. Deans who coach science in grades 5-8 will have monthly professional development days with sessions aligned to these foci. The development will include real-time observations of science classrooms with shared debriefs and planning for next coaching steps, as well as skill-building sessions. K-8 science teachers will also receive aligned professional development-both regularly at their schools as well as at a regional PD day. On the regional PD day,

science teachers from across schools will gather in-person to engage in sessions on unpacking upcoming lessons and strong intellectual preparation.

In addition, the network-wide focus on improving chronic absenteeism will ensure students are in school to receive consistent science instruction.

As part of our assessment strategy, we are adding internally-developed interim assessments at regular intervals in Grade 5-8. This change to interim assessments will provide more specific and actionable data on student learning than NWEA MAP Science Growth which we administered previously. We will strategically and purposefully use data to inform instruction, and monitor progress across grade levels towards our 75% goal.

## 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
Apollo	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A
Bushwick	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A
Endeavor	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A
Linden	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

North Brooklyn Prep	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A
Voyager	2021-22	Good Standing
	2022-23	Local Support and Improvement
	2023-24	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

N/A