



**Amber Charter School
Inwood
2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Sashemani Elliott 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)
John Gutierrez	Chair	Executive
Amador Centeno	Vice Chair	Executive, Facilities
Soledad Hiciano	Secretary	Executive, Development
Timothy Day	Trustee	Facilities
Robyn Epps	Trustee	Development
Li’Esha Garcia	Trustee	Finance
Miguelina German	Trustee	Education
Lindsay Marino Long	Trustee	Development
Luina Munoz Blue-Spruce	Trustee	Education
Brad Olsen	Trustee	Finance
Khiera Pena	Trustee	N/A
Kim Ramos	Trustee	Finance

Veronica Almedina and **Kirsys Gomez** have served as the Co-Chief Executive Officers of Amber Charter Schools since July 1, 2022. **Francina Yaw-Costello** has served as the Principal of Amber Charter School Inwood since July 2022.

SCHOOL OVERVIEW

Amber Charter Schools, established in 2000, is among the first charter schools in New York State, deeply rooted in the New York City community. The schools takes pride in catering to a diverse student body, reflecting the cultural richness of the city. The diversity is celebrated as a strength, and efforts are made to establish an inclusive community where every student feels valued and respected. Active engagement with families and the broader community is prioritized to build strong partnerships that support student learning and well-being.

The school's approach focuses on academic excellence and holistic child development, emphasizing literacy, mathematics, science, arts, and relevant social-emotional learning for all students.

There is a deep commitment to providing a rigorous, well-rounded education, preparing students from diverse backgrounds for success in high school, college, and beyond.

To support our programming and offerings, we continuously recruit, train, and retain highly qualified staff to assist us in our scholastic endeavors. Some efforts made this past year include:

- Appointing a Network Managing Director of Academics and a Senior Manager of Academics.
- We have developed network-wide pacing calendars, scope, and sequences for all content areas, including specials.
- Targeted tutoring is available thanks to a grant from the Robin Hood Foundation.
- Our third annual Leadership Institute was attended by all chiefs, directors, managing directors, and school leadership team members. Our focus this year was on our Amber Core Value of Responsibility. Surveys from families, students, staff, and former employees helped us identify the themes of Accountability, Decision-Making, and Trust.
- For the third year, we have partnered with Noble Story Group for personal leadership development. NSG supports our principals and assists them in further developing their self-awareness and emotional intelligence, contributing to a deeper understanding of how they influence their leadership (for example, identifying and naming personal triggers).
- We have restructured our People Team department so that one side is focused on talent acquisition and the other on supporting staff once hired. This team is under the leadership of the new Chief People Officer, who began the role on July 1, 2023.
- We have added Magnetic Reading Phonics support for kindergarten, first, and second graders.
- We are developing a culturally relevant, accurate, and homegrown K-4 social studies curriculum with participants from all campuses.

In 2023-24, **Amber Inwood (IW)** served 145 students in grades K-3 on BEDS day. Of the total student body enrolled, 56% were female and 44% were male. Eighty-three percent (83%) were Hispanic, while 13% were Black, 3% White, and 1% or less of the other races/ethnicities. Almost all our students (88%) were economically disadvantaged, with 11% categorized at homeless. One-fifth (21%) had a disability, and 21% were English Language Learners (with another 2% categorized as former ELLs).

Amber is moving forward with a new strategic plan that reflects resiliency and readiness following the COVID-19 pandemic. As we approach our 25th year, we are focused on innovating our practices for the future rather than simply reverting to what has made us successful over the past 25 years.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2021-22	31	23								54
2022-23	37	35	30							102
2023-24	31	35	43	36						145

Amber Inwood opened its doors to students in the fall of 2021. The attrition numbers are stabilizing as the school continues to make a name for itself in the Inwood community. We continued to enroll students throughout the 2023-24 school year.

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Amber Charter Schools has been using Houghton Mifflin Harcourt’s [Into Reading](#) literacy curriculum for grades K-5 since the 2020-2021 school year.

While Amber Charter Schools has found success in implementing HMH’s Into Reading curriculum over the past several years in the elementary grades K-4, we have also had to be responsive to student and staff data and needs, mainly coming out of the pandemic. This prompted Amber Charter Schools to adopt and utilize a new foundational skills curriculum (phonics, phonological awareness) for grades K-2 - Magnetic Reading Foundations from Curriculum Associates. For clarity, since the 2023-2024 school year, all Amber Charter Schools across grades K-2 now use Magnetic Reading Foundations 30 minutes daily as their ELA foundational skills block. HMH Into Reading is used for the remaining 60 minutes of daily ELA, focusing on vocabulary, grammar, writing, and comprehension.

Our August Summer Institute and ongoing professional development opportunities throughout the school year reflect our commitment to supporting the growth of our faculty. Each year, we tailor professional development plans to meet the unique needs of our staff, fostering their individual and collective advancement. By providing comprehensive feedback and emphasizing cross-campus alignment, we aim to enhance our network's educational practices and pedagogy.

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.

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	Other reason	
3	33	0	1	1	0	0	0	34

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 250.¹

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
	18%	27%	48%	6%

$$PI = 27 + 48 + 6 = 82$$

$$PI = 27 + 48 + 6 = 82$$

¹ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

$$+ \quad (.5)*6 \quad = \quad 3$$

$$\quad \quad \% \quad \quad \quad \quad =$$

$$\quad \quad \text{PI} \quad \quad \quad \quad = \quad \mathbf{139}$$

RESULTS AND EVALUATION

For the 2023-24 school year, the New York State MIP (Measure of Interim Progress) is set at 113. Amber exceeded this benchmark by 26 with a PI of **139**. Notably, the State's MIP for Hispanic and Black students stands at 104.6 and 107.1, respectively, and 96% of our student population falls within these demographics. Amber's overall MIP surpassed the State's MIP for Hispanic students by 34.4 and for Black students by 31.9. We take great pride in these achievements.

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.²

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54%	26	39%	1066

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.

² 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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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.³

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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.⁴

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

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
All	N/A	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 8th-grade exams, the school used the i-Ready assessment to measure student growth and achievement in ELA.

2023-24 iReady ELA Assessment End of Year Results

Measure	Subgroup	Target	3 rd grades		
			Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	33	135%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	8	157.5%	Yes

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	135%	4	129.5%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	26	42%	No

This year, our students achieved more than average typical growth in ELA, with particular emphasis on our “lowest initial achievers;” those students who were two or more grade levels behind made 157.5% median percent progress. Our students with disabilities also made significant annual typical growth (129.5% median percent progress); however, this did not quite meet the 135% target. Although we made impressive progress, just below half of our 2+ year students were at the mid on-grade level or above by the end of the year.

The table below shows the percentages of students who achieved mid-on-grade level or above. Findings were more substantial for students enrolled in at least their second year and improved at each grade level.

End of Year Performance on 2023-24 iReady 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	31%	26	N/A	0
1	32%	34	28%	29
2	30%	40	26%	31
3	45%	33	42%	26
All	35%	133	31%	86

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

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End of Year Growth on 2023-24 iReady ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	82%	26
1	111%	34
2	116.5%	40
3	135%	33
All	112%	133

The table above shows the median percentages of annual typical growth, which are cause for celebration. Findings improve at each grade level.

SUMMARY OF THE ELA GOAL

In summary, we made gains in growth for three of the four measures. Students not meeting their grade-level proficiency in both the NYS assessment and iReady are of concern. The action plan for meeting these measures is listed in the ELA Action Plan.

Measure	Subgroup	2023-24
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of K through 3 rd grade students will be equal to or greater than 100%.	All students	135%
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all K through 3 rd grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	157.5%
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 3 rd grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	129.5%
Measure 4: Each year, 75% of K through 3 rd grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	42%

EVALUATION OF ELA GOAL

New York State Assessment:

This was the first year of NYS testing for Amber Inwood Elementary. With a proficiency of 54% for its 3rd graders compared to the district's proficiency of 39%, Amber IW outperformed the district by 15%. This

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

is Amber Inwood's baseline, and we continue to work hard towards meeting our accountability goal of 75% in the near future.

i-Ready:

Despite the challenges described and the need to increase the percentage of students demonstrating mid on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

ADDITIONAL CONTEXT AND EVIDENCE

Amber, prior to the pandemic has been a premier school for staff retention--especially that of teachers. As we focus on academic growth, we are also making efforts to recruit and maintain the most effective educators aligned with our mission. As we continue to navigate and strategize staffing, we will continue to provide our staff with targeted professional development opportunities. In addition, as mentioned in the overview, we have put great effort into our talent and human resources team. We know that the best educators make a difference in teaching and learning. We cite staffing as a significant factor in student achievement. Computer-based testing was new to Amber this year, and we suspect navigating the new system was an obstacle for some children. Despite the challenges described and the need to increase the percentage of students demonstrating mid-on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

ELA ACTION PLAN

Enhanced reading intervention practices:

According to Scarborough's Reading Rope, skilled and accurate reading with strong comprehension is the result of intertwining two main "strands" of reading - language comprehension and word recognition. We have observed that many elementary students, both lower and upper grades, struggled with the word recognition aspect of skilled reading, particularly following the return to in-person learning after the pandemic.

Additionally, we have seen an increase in the number of new or early career teachers at Amber staff. While Into Reading includes a foundational skills component in their curriculum, teachers and leaders found the material to be dense and challenging to navigate. This led to inconsistencies in the implementation of foundational skills lessons in K-2 classrooms, which ultimately affected grades 3-4. To address this, we have sought a supplemental foundational skills curriculum and found Magnetic Reading Foundations to be a systematic, straightforward, and effective program. We will be implementing this program from kindergarten through second grade all the way to 8th grade in our network.

Additional academic support:

Further, Raz-Kids, [Nearpod](#), [Newsela](#), [BrainPop](#), and [Standards Plus](#) (ELA), previously part of the daily ELA schedule, will now be included in our Response to Intervention framework. Academic intervention staffing at both schools, including SETSS, ESL, AIS, tutoring, and Title I Reading teachers, along with teacher assistants in grades K-2 and and tutors in grades 3-4, remains intact.

Inwood has received an additional two years of grant funding from the Robinhood Foundation to provide small-group targeted tutoring in a 4:1 ratio. We are hopeful that these intentional efforts will contribute to significant progress.

Increased and intentional instructional minutes:

We have recognized the need to improve our students' writing skills. In grades K-3, writing is explicitly taught for 60 minutes per week in addition to the regular 90-minute ELA block. Writing is also integrated into the core ELA block and small group stations practice. In 4th grade, writing is explicitly taught for 90 minutes per week outside of the regular ELA block.

Amber is also researching the effectiveness of other extended learning programs, such as Saturday Academy and learning extension days when school is not in session.

Specifically at Amber Inwood Elementary for 2024-2025, we will:

- Expand Magnetic Reading's foundation skill support to 4th-grade teachers who do not usually receive training in foundational reading skills through their education programs.
- Hire tutors through a generous grant from the Robinhood Foundation to provide more targeted tutoring for struggling students

Computer-based testing exposure:

The entire network will transition to computer-based testing (CBT) for the NYS testing program. In addition, we will transition mock assessments and other school-based tests to CBT to get children used to the format.

Additional Professional Development:

Network-wide data analysis days have been put on the calendar to allow cross-campus data meetings with clear protocols and next steps.

We are confident that these efforts and an intentional focus on responding swiftly to data throughout the school year will result in significant growth.

GOAL 2: MATHEMATICS

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

BACKGROUND

Amber Charter Schools has been using Houghton Mifflin Harcourt's Into Math curriculum for grades K-5 since the 2020-2021 school year.

Before the 2023-2024 school year, Amber Charter School Inwood piloted a different mathematics curriculum, Achievement First Navigator. Although the Achievement First Navigator mathematics curriculum received a "meets expectations" rating from Ed Reports, Amber's teachers and leaders found it more complex and challenging to implement. This was especially true during the 2021-2022 pilot of

the Achievement First Navigator curriculum, as there was a large staff turnover, and many teachers and leaders were new to education due to the challenges posed by COVID-19.

At the same time, Amber Charter School East Harlem and Kingsbridge Elementary School were using the HMH Into Math curriculum. Teachers and leaders at these campuses found it easier to navigate the HMH lesson structure and utilize the resources provided for differentiated learning, which was crucial as the schools transitioned back to in-person learning after COVID. In light of these experiences, all Amber Schools began implementing the HMH Into Math curriculum in the fall of 2023.

It’s important to note that all of the Into Math curriculums are aligned with the New York State Next Generation Standards.

Our August Summer Institute and ongoing professional development opportunities throughout the school year reflect our commitment to supporting the growth of our faculty. Each year, we tailor professional development plans to meet the unique needs of our staff, fostering their individual and collective advancement. By providing comprehensive feedback and emphasizing cross-campus alignment, we aim to enhance our network's educational practices and pedagogy.

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.

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	33	0	1	0	0	0	0	0	34

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	33	19	58%	26	13	50%

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.

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
	6.1%	36.4%	48.5%	9.1%

$$\begin{aligned}
 \text{PI} &= 36.4 + 2(48.5) + 2.5(9.1) = 93.9 \\
 &= 36.4 + 97.0 + 22.75 = 156.15 \\
 &= 156.15 \approx 156.1
 \end{aligned}$$

RESULTS AND EVALUATION

For the 2023-24 school year, the New York State MIP (Measure of Interim Progress) is set at 115.3. Amber exceeded the target with an MIP of **156.1**. Notably, the State's MIP for Hispanic and Black students stands at 101.1 and 97.8, respectively, and 96% of our student population falls within these demographics. Amber's overall MIP surpassed the State’s MIP for Hispanic students by an incredible 55 and for Black students by 58.3. The MIP for Amber Inwood outperforms the state’s MIP goal for 2026-27 by 28.5. We want to continue to draw from this baseline experience and move more children toward proficiency.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50%	26	46%	1169

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd grade exams, the school used the iReady assessment to measure student growth and achievement in mathematics.

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

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data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁷

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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.⁸

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.

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

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

RESULTS AND EVALUATION

2023-24 iReady Mathematics Assessment End of Year Results

Measure	Subgroup	Target	3 rd grade		
			Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	33	119%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	12	124%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	119%	4	117%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	26	27%	No

This year, our students achieved more than average typical growth in math, with particular emphasis on our “lowest initial achievers;” those students who were two or more grade levels behind made 124% median percent progress. Our students with disabilities also made significant annual typical growth (117% median percent progress); however, this did not quite meet the 119% target. Although we made impressive progress, less than 30% our 2+ year students were at the mid on-grade level or above by the end of the year.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2023-24 iReady Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	27%	26	N/A	0
1	18%	34	21%	29
2	7%	41	6%	32
3	33%	33	27%	26
ALL	20%	134	17%	87

End of Year Growth on 2023-24 iReady Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	97%	26
1	119%	34
2	85%	41
3	119%	33
All	101.5%	134

The table above shows the median percentages of annual typical growth, which are cause for celebration overall and in grades 1 and 3. Kindergarten was just below 100% with 2nd grade missing the target by 15%.

ADDITIONAL CONTEXT AND EVIDENCE

Amber has been a premier school for staff retention, especially for teachers, prior to the pandemic. As we focus on academic growth, we are also making efforts to recruit and retain the most effective educators aligned with our mission. While navigating and strategizing staffing, we will continue to provide our staff with targeted professional development opportunities. Additionally, as mentioned in the overview, we have put great effort into our talent and human resources team. We understand that the best educators make a difference in teaching and learning, and we recognize staffing as a significant factor in student achievement. Moreover, your youngest students have fared well despite the challenges of pandemic-ridden learning.

Measure	Subgroup	2023-24
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of K through 3 rd grade students will be equal to or greater than 100%.	All students	119%
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all K through 3 rd grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	124%
Measure 3: Each year, the median percent progress to Annual Typical Growth of K through 3 rd grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	117%
Measure 4: Each year, 75% of K through 3 rd grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	27%

EVALUATION OF THE MATHEMATICS GOAL

New York State Assessment:

This was the first year of NYS testing for Amber Inwood Elementary. With a proficiency of 50% for its 3rd graders compared to the district's proficiency of 46%, Amber IW outperformed the district by 4%. This is Amber Inwood’s baseline, and we continue to work hard towards meeting our accountability goal of 75% in the near future.

i-Ready:

Despite the challenges described and the need to increase the percentage of students demonstrating mid on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

MATHEMATICS ACTION PLAN

We expect our students to better demonstrate their knowledge through the NYS and iReady assessments. Our plan for 2024-2025 involves reinforcing our previous strategies and improving our current practices.

Increased and intentional instructional minutes:

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

Amber recognizes the need to improve our students' math fluency skills. In addition to the 90 minutes of math instruction per day, we have added 20 minutes of math fluency/routines per day and 30 minutes of Math response to intervention in elementary.

Innovative staffing:

Two years of grant funding from the Robinhood Foundation will provide small-group targeted tutoring in a 4:1 ratio.

We are confident that we will achieve significant growth with these efforts and an intentional focus on responding swiftly to data throughout the school year.

This year, we provided our teachers with network-wide math pacing calendars, scopes, and sequences. We also added the Standards-Plus Math supplements to the INTO math curriculum program to further support teachers in addressing student content learning needs clearly and targeted. We will continue to implement station learning to address a range of complexity levels and provide targeted differentiation.

As in years past, we apply a Response to Intervention framework to determine student levels of academic need based on diagnostics administered. Academic intervention staffing at both schools remains intact, including SETSS, ESL, AIS, and tutoring, as well as teacher assistants in grades K-2 and tutors in grades 3-4. These structures afford classroom teachers and interventionists more opportunities for coordination and collaboration.

Additional academic support:

Further, [IXL](#), [Khan Academy](#), [BrainPop](#), and [Standards Plus](#), previously part of the daily math schedule, will now be included in our Response to Intervention framework. Academic intervention staffing at both schools, including SETSS, ESL, AIS, and tutoring, along with teacher assistants in grades K-2 and tutors in grades 3-4, remains intact.

Amber is also researching the effectiveness of other extended learning programs, such as Saturday Academy and learning extension days when school is not in session.

Computer-based testing exposure:

The entire network will transition to computer-based testing (CBT) for the NYS testing program. In addition, we will transition mock assessments and other school-based tests to CBT to get children used to the format.

Additional Professional Development:

Network-wide data analysis days have been put on the calendar to allow cross-campus data meetings with clear protocols and next steps.

GOAL 3: SCIENCE

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

BACKGROUND

Amber Charter School Inwood was not required to administer the New York State Testing Program science assessment.

ACTION PLAN

Amber Charter Schools originally explored reinvesting in the McGraw-Hill science curriculum but received feedback from many teachers and leaders that McGraw-Hill's curriculum was challenging to use, especially for new or less experienced teachers and the online platform was lacking. As Amber staff continued to adjust to all the latest changes taking place across the educational landscape after COVID, in addition to already adopting new curriculums in other content areas (like math at some schools, K-4 social studies at all Amber schools) for the 2023-2024 school year, we opted to select all HMH science curriculums. As Amber already uses HMH for math and reading, teachers and leaders would be familiar with the online platform and curriculum structure, supporting ease of training and implementation.

Additional reasons for selecting the three HMH science curriculums include:

Science Dimensions (K-4):

Builds confidence with authentic investigations - each lesson begins with a problem to solve or an event to explain

Drives learning with ample hands-on activities and labs so students can think critically about their observations, practice gathering evidence, and defend their claims

Follows a 5E lesson structure, which is familiar and predictable, supporting teachings of all experience levels in planning and implementation

Integrates STEM concepts into every unit, emphasizing engineering design as well as scientific literacy

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](#).

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Amber Inwood is in good standing.

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing