



**Community Partnership
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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The Beginning with Children Foundation (BwC), Brandon Scott (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position During 2023-24	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Rebecca Baneman	Vice Chair	Executive, Legal, Finance
Amy Kolz	Secretary	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Legal; Academic
Sharon Madison	Executive Committee Member at Large	Nominating; Finance
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance

Brandon Scott has served as the Lower School Principal since July 2024 but has been a part of the Community Partnership Charter School Education Corp organization since 2020. Prior to his appointment as principal at CPCS, Mr. Scott served as the Dean of Academics and Culture at Beginning with Children Charter School 2, the sister school to CPCS.

Janna Tsimprea has served as Middle School Principal since July 2019.

SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community
- A partnership with Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

In 2023-24 we continued our afterschool academic and enrichment programs, as well as in person Saturday Academy. Additionally, our schools offered students a robust 20-day summer academic and enrichment program through the Summer Boost partnership with Bloomberg Philanthropies.

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
2021-22	40	34	46	53	41	51	50	42	40					398
2022-23	35	38	30	43	44	34	51	51	45					371
2023-24	39	41	41	36	53	49	52	52	50					413

GOAL 1: ENGLISH LANGUAGE ARTS

CPCS students will become proficient readers and writers of the English language.

BACKGROUND

At the Lower School during the 2023-24 school year, we continued to implement Fishtank Learning as our core ELA curriculum. The authentic and culturally relevant texts from Fishtank Learning proved to support literacy standards and develop a love for reading. The Lower School also utilized the embedded Fishtank Learning process/genre writing lessons to ensure students were being given the opportunity to write narrative, opinion, and informational texts. Success for All KinderPhonics and Fast-Track Phonics programs continued to be utilized for phonics instruction in K-1. All teachers continued to receive training and coaching for these programs during our Summer Institute days in August, and throughout the school year to deepen their understanding of the core curricula.

The schedules developed at the Lower School continue to devote between 180-225 minutes of literacy instruction per day. This includes one 45-minute block of English Language Arts (ELA), one 45-minute block of guided reading, one 45-minute block of Writing, and one 45-minute block of Phonics for scholars in kindergarten and first grade. The additional literacy instruction blocks per week included a double dose of guided reading (1-2 times per week in grades K-5), and response to literature (3-5 times per week in grades 2-5) during which teachers engaged scholars in close reading of a text.

The first block of ELA instruction is whole group instruction that focuses on developing and tracking a big idea using thinking frames for each new text read, and comprehension skills and strategies outlined by the Fishtank Learning objectives. Through Fishtank Learning, teachers engage scholars in reading texts from a variety of culturally relevant and diverse texts from different genres while utilizing their thinking frames. Thinking frames are a series of questions that scholars should be asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars rigorous text-dependent questions to lead scholars to establish a big idea, or deeper understanding of the text using the thinking frames. Teachers used the gradual release of the responsibility model to scaffold instruction by first modeling for scholars using think aloud, then guiding scholars' practice, and finally moving to independent practice. The target tasks embedded in the ELA

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Fishtank Learning curriculum assist in vertical alignment by exposing and requiring students in grades K and 1 to engage in text-dependent written responses, which provides additional time and support for grades 2-5 in preparation for the type of writing required on the New York State English Language Arts test.

Scholars in kindergarten and first grade engage in phonics instruction every day for 45 minutes. During this block, teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. Teachers (kindergarten, and first grade) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation. Phonics instruction also continued for our struggling readers in grades K-5 utilizing the Orton-Gillingham methodology as a reading intervention approach. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling. The Orton-Gillingham methodology was also used as the instructional approach for teaching our English Language and Multi-Language Learners.

The second block of ELA instruction is focused on guided reading for 45 minutes. Guided reading as an instructional approach allows our scholars to receive differentiated small group instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in in-depth text discussions and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers also continued to implement a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to address areas of development for scholars.

Teachers utilized Fishtank Learning for process writing pieces in the opinion, information, and narrative writing genres. Through this curriculum, scholars explore the writing process by writing in different genres through the writing workshop model. Scholars engaged in genre writing for 45 minutes per day three or four days a week in grades K-5. Additionally, scholars in grades 2-5 engaged in response to literature or close reading 3-5 times per week. During this block, scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. Close reading during response to literature, provides additional time and support for grades 2-5 in preparation for the type of writing required on the New York State English Language Arts test.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 3-5 students were assessed using the i-Ready reading diagnostic assessment in the fall, winter, and spring. Kindergarten and 1st grade students were assessed using the phonics curriculum assessments throughout the school year. Students continued to be assessed using the Fountas & Pinnell Benchmark Assessment System in the fall, winter and spring. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction for guided reading instruction on a scholar's ability to infer meaning, synthesize

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information, respond to the author's craft, understand complex plots and use background information to interpret texts. Teachers continued to assess scholars utilizing the curriculum lesson assessments and informal data taken from student work samples. Throughout a lesson, teachers also assessed informally through checks for understanding questions and various opportunities to respond to ensure that the majority of scholars were engaged in answering the questions posed and student misconceptions could be addressed more immediately.

Our after school and Saturday programs continued this year to support the literacy needs of scholars. The ELA academic after school program supports scholars in grades 3-5 with the development of their literacy skills using a standards-based approach. This program runs from 4:00pm-5:30pm one day per week. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program runs January-March and provides each grade level with 120 minutes of instruction per session. With these programs, scholars are assessed every 6-8 weeks to determine mastery.

In response to the transition to Computer-Based Testing for the New York State English Language Arts Assessment for Grade 5, we implemented a typing program during guided reading rotations to teach scholars keyboarding and computer skills. In January, response to literature or close reading was transitioned to Edulastic, an online learning platform, so scholars could apply their typing skills to authentic literacy practice.

We also continued our Summer Program this year, which ran for 20 days utilizing the ELA Fishtank curriculum and in rising 1st through 5th grade pre and post assessments developed by the Lavina group. During this program, scholars received 90-105 minutes of literacy instruction. For rising kindergarten and rising 1st grade scholars this included 30 minutes of phonics instruction, 45 minutes of whole group reading comprehension instruction, and 30 minutes of guided reading. For grades rising 2-5 this included 45 minutes of whole group ELA instruction, and 45 minutes of guided reading instruction. Select struggling readers also received 30 minutes of small group phonics instruction daily utilizing the Orton-Gillingham approach to reading.

We continued our focus on teacher professional development and building teacher content knowledge in literacy this year. We continued our literacy committee of teachers to discuss topics pertaining to literacy, vertical alignment, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We also continued to train teachers in the Orton-Gillingham reading and writing instructional methodology to ensure all students will receive instruction that is explicit, systematic, sequential, structured and multisensory.

At the Middle School during the 2023-2024 school year, our English Language Arts department put a large emphasis on working to close any gaps in student understanding and knowledge.

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We implemented three curriculums in grades 6-8th: Match Fishtank, Classical Roots, and The Writing Revolution.

Match Fishtank is used as our primary curriculum for English Language Arts instruction at CPCS Middle School. During ELA lessons, students are taught using a diverse set of texts and are assessed through short and frequent assessments. Literacy instruction through the use of novel studies allowed students access to full, authentic texts alongside shorter passages as well. The Match Fishtank curriculum is designed for holistic instruction—inclusive of reading, writing and speaking standards.

We continued our use of the Classical Roots curriculum for vocabulary. This is in addition to, and separate from, the text-based vocabulary instruction in the Match Fishtank curriculum. At the Middle School level, it is crucial for our students to develop their authentic voices. Students were also instructed in Latin roots to support them in making meaning of unfamiliar vocabulary words—therefore aiding their reading comprehension.

For our writing instruction, we use The Writing Revolution curriculum. This allows students to cultivate both their technical skills, their structure and the content of their writing. Our students primarily focus on expository and persuasive writing through the Match Fishtank curriculum. With the supplementation of The Writing Revolution, students are able to dive deeper into narrative, descriptive and creative writing as well.

The use of google platform and typing based courses was implemented to improve computer-based learning and acclimatization as a large demand is placed on students to tackle assignments and assessments online. Students engage in writing essays, examining complex articles, and research-based projects using solely their computers.

Lastly, we continued to implement the computerized programs of i-Ready, not solely for testing measures but also for instructional tools and supplemental support. The programs target students at their precise level and work to finish teaching skills from prior school years that students have not yet mastered.

With regards to assessment, we continued our model of using i-Ready, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

At the Middle School, in order to maintain the accuracy of data and track benchmarks through various methods, teachers are tasked with giving Short and Frequent assessments (SAFE Quiz) and assessments modeled after the state exam.

Below is an example of data drawn from a safe quiz.

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Assessment A: 6th grade Blind Safe quiz 1 (2023-2024)
 Assessment B: 6th Grade Blind Safe Quiz #3
 Assessment C: 6th grade mini mock 2023-2024 ER
 Assessment D: 6th grade mini-mock 2023-2024 mc/cr

Assessment E: CPMS ELA 6th Grade Ready Mock 23-24 Assessment

	PERFORMANCE LEVELS					Comparison	PERCENT CORRECT				
	A	B	C	D	E		A	B	C	D	E
	3 - Meets	1 - Below	4 - Advanced	4 - Advanced	2 - Level 2- Approaching		83%	50%	100%	91%	60%
	1 - Below	3 - Meets	1 - Below	4 - Advanced	3 - Level 3- Meets		33%	83%	25%	91%	66%
	2 - Approaching	4 - Advanced	4 - Advanced	3 - Meets	3 - Level 3- Meets		50%	100%	100%	82%	89%
		3 - Meets	1 - Below	4 - Advanced	2 - Level 2- Approaching			83%	25%	91%	47%

Below is data drawn from the Mock State Exam:

Assessment A: 7th grade blind safe quiz 1 2023-2024
 Assessment B: 7th Grade Blind Safe Quiz #3
 Assessment C: 7th grade mini-mock 2023-2024 ER
 Assessment D: 7th grade mini-mock 2023-2024 mc/cr

Assessment E: CPMS ELA 7th Grade Ready Mock 23-24 Assessment

	PERFORMANCE LEVELS					Comparison	PERCENT CORRECT				
	A	B	C	D	E		A	B	C	D	E
	3 - Meets	2 - Approaching	4 - Advanced	3 - Meets	3 - Level 3- Meets		83%	75%	100%	70%	74%
	4 - Advanced	3 - Meets	4 - Advanced	3 - Meets	3 - Level 3- Meets		100%	88%	100%	70%	85%
	4 - Advanced	3 - Meets	4 - Advanced	4 - Advanced	3 - Level 3- Meets		100%	88%	100%	100%	81%

The assessments listed above were given using online platforms ,illuminate and Google Forms. Questions are sourced from past state exams to measure student growth. The data reflects student mastery on specific ELA standards (SAFE quiz) and overall standards when responding to short answers (MOCK STATE exam). Teachers primarily focus on using assessments that mirror the state exam, in order to maintain accuracy with regards to students' mastery and gain an understanding of learning gaps. Assessments are created by using past state exam questions and passages. Teachers were able to use data taken from the

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SAFE Exams and compare them to that of the Mock State Exam to specifically identify student needs and create a test prep program to target specific student deficiencies.

At the Middle School, through the understanding of specific students' gaps in mastery, teachers continue to provide standard/skill-based instruction, as well as supplemental instruction through i-Ready. i-Ready instruction allowed teachers to provide instruction on standards that were on and below grade level. Teachers sought to fill any gaps, push student growth in order to achieve grade level mastery.

We ensure that teachers have frequent access to Professional Development to hone their instructional skills and to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers also engage in one-on-one meetings with their coach weekly. Lastly, teachers meet as an ELA department bi-weekly to work on group and individual goals. An example of an individual goal may include methods of teaching a particular standard. Meetings as an ELA department typically involve strategies to enhance teaching curriculum, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses. In addition to the coaching provided by the instructional leadership team, external educational coaches and consultants support teachers in continuously improving their skills. At the end of this school year, 50% of our English Language Arts teachers opted to loop up with their cohort to the next grade. In doing this, we anticipate a seamless transition and little interruption to each child's individual academic journey.

This year we expanded upon both our school library and our individual classroom libraries. We added an estimate of 500 new books for our students to read and 15 new magazine subscriptions. Students are encouraged to self-select independent reading books that are of interest to them. Our teachers and staff support children in finding books that are a good fit for them—considering their reading level, interests and preferred genre. Students are invited to advocate for the inclusion of books that pique their interest. Additionally, we digitized our entire school library this year so that students are able to check their library accounts and search for books, no matter their current location.

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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 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	
3	30	0	6					36
4	44	0	6					50
5	41	0	6					47
6	42	0	10					52
7	41	2	8					51
8	43	1	5					49
All	241	3	41	0	0	0	0	285

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	30	23	76.7%	25	21	84.0%
4	44	32	72.7%	33	23	69.7%
5	41	36	87.8%	33	30	90.9%
6	42	26	61.9%	21	15	71.4%
7	41	32	78.0%	38	30	78.9%
8	43	23	53.5%	41	21	51.2%
All	241	172	71.4%	191	140	73.3%

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

ELA Measure 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 250.²

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
241	8.30	20.33	39.42	31.95

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 20 & + & 39 & + & 32 & = & 92 \\
 & & & & 39 & + & 32 & = & 71 \\
 & & & & & + & (.5)*32 & = & 16 \\
 & & & & & & \text{PI} & = & 179^3
 \end{array}$$

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.⁴

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

³ Because the numbers are rounded, the sums in this calculation may seem off by 1

⁴ 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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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 13 Students (Preliminary)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	84.0%	25	59.6%	477
4	69.7%	33	58.9%	429
5	90.9%	33	53.7%	417
6	71.4%	21	41.8%	213
7	78.9%	38	56.4%	282
8	51.2%	41	51.2%	238
All	73.3%	191	54.4%	2056

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.

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.⁵

⁵ 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	
3	97.7	463.0	436.9	2.51
4	93.2	461.0	440.8	1.99
5	94.1	467.0	439.3	2.95
6	88.2	448.0	439.7	0.97
7	86.3	451.0	443.5	0.87
8	88.9	456.0	446.8	0.99
All	91.0	456.8	441.5	1.60

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.⁶

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
4	48.5	50.0
5	56.9	50.0
6	44.2	50.0
7	58.7	50.0
8	47.3	50.0
All	51.2	50.0

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

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ELA INTERNAL EXAM RESULTS

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

As evidenced in the i-Ready tables below, the school’s median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 155%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 157.5% on the spring i-Ready in ELA.

The Annual Typical Growth of 3rd through 8th grade students with disabilities did not exceed the ATG in ELA of all students with a median percent progress of 136% to 160%, thus falling short on this measure. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 30% of students in this group scored at Mid or Above Grade Level. Although the last two metrics were not achieved, we were closer to meeting than in 2022-23.

I-READY READING

2023-24 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	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%	252	155%	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%	118	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 ⁷	160% ⁸	41	136%	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%	172	30%	No

End of Year Performance on 2023-24 i-Ready 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
3	18.75%	32	21.74%	23
4	20.45%	44	29.03%	31
5	25.00%	44	23.53%	34
6	34.00%	50	43.48%	23
7	37.25%	51	35.29%	34
8	25.81%	31	25.93%	27
All	27.78%	252	29.65%	172

⁷ 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

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	52%	32
4	42%	44
5	165%	44
6	243%	50
7	200%	51
8	183%	31
All	155%	252

SUMMARY OF THE ES/MS ELA GOAL

The charter school met four of the five English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency 73.3% to their 54.4%. On the 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. Under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts was almost 50 at 49.9. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the i-Ready data.

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

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2023-24. The statewide, NYC and CSD grade 3-8 assessment results have been posted, however they are still preliminary at the time of this report.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 73% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 5 were our high points with 84% and 91% scoring at levels 3 and 4 respectively. 8th grade performed below our average with 51%.
2. Measure: The school’s aggregate PI on the state’s ELA exam will meet that year’s state MIP
 - The school did meet this measure with an aggregate performance index of 179, exceeding the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with 73.3% proficient compared to the district’s 54.4% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 1.6 in 2022-23, the most recent data available.
5. Measure: 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.
 - The charter school did meet this measure, having a growth percentile of 51.2
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ELA ACTION PLAN

CPCS LOWER SCHOOL

- Continue to implement the Fishtank Learning ELA curriculum during the whole group ELA block with an expanded 60-minute block to allow for increased time for student discourse and target task writing in response to reading
- Continue to implement the Fishtank Learning curriculum for process/genre writing instruction following the newly established curriculum map
- Maintain the focus of instruction on responding to texts with constructed response writing through the target task writing embedded into the Fishtank Learning ELA curriculum, and additional close reading/response to literature writing blocks in grades 2-5
- Increase instructional foci on vocabulary, comprehension of informational text, and comprehension of literature through increased frequency of response to literature blocks in response to the 2023-24 i-Ready Reading Assessment
- Increase instructional foci during close reading in grades 2-5 on the integration of knowledge and ideas standards, especially claims and supporting evidence, and the craft and structure standards in response to data from the 2024 New York State June Instructional Report
- Continue to provide keyboarding and typing support to students in 3rd-5th grade, as a center during small group instruction for reading, as they prepare to engage in computer-based testing for the New York State English Language Arts Assessment
- Implement the Institute for Multisensory Education's scope and sequence for phonics that is anchored in the Orton-Gillingham methodology of multisensory reading and writing instruction
- Continue utilizing the close reading strategy of thinking frames and big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue usage of transferable takeaways across literacy, so scholars have an understanding of what they are learning today and how it applies to their reading and writing in the future
- Continue implementation of guided reading (K-2) following the whole group ELA lesson
- In grades 3-5 implement a mixture of both data-responsive small group instruction and whole group instruction that engages students in genre/process writing, multiple choice questions, typing/keyboarding skills, targeted skill instruction, increased student discourse, increased written response and revision time, and independent reading for 30 minutes after the 60-minute ELA lesson
- Increase the amount of instruction and independent work that is done on the computer through Edulastic in grades 3-5 in preparation for Computer-Based Testing for the New York State English Language Arts Assessment in grades 4-5
- In grades 3-5 implement guided reading 3 times per week as a separate block from ELA
- In grades K-2 implement skill-based targeted small group instruction in response to data collected 1-2 times per week
- Continue to create multiple opportunities for student response and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments

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- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessments (K-5), Fishtank content assessments (K-5), and IMSE phonics assessments (K-1) as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during weekly grade-team meetings, bi-weekly leader-led data meetings, individualized teacher coaching and feedback conversations, and professional development days
- Add two Deans of Academics and Culture to the leadership team to increase teacher coaching supports
- Continue to provide targeted literacy instruction and English Language proficiency support to our English Language Learners (ELLs), Multilingual Learners (MLs), students with Individualized Education Plans (IEPs), and at-risk students through our ELL teacher, and Special Education/Student Supports team
- Continue to provide IMSE Orton-Gillingham professional development to teachers to increase the number of staff members able to provide multisensory reading and writing instruction during phonics
- Create more opportunities for learning experiences outside of the classroom through field trips that align with the ELA Fishtank curriculum
- Continue Saturday Academy for grades 3-5 beginning in January to provide additional time-on-task for literacy instruction

CPCS MIDDLE SCHOOL

- At the Middle School level, we will continue to keep our class sizes small (averaging 15-17 students per class) with roughly half of our classes being co-taught by two teachers. This level of individualized attention and support allows us to customize and taper each child's learning experience. We are able to target student needs, not only in small groups, but individually as well.
- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state. Data will be collected daily through exit tickets, weekly through SAFE quizzes, ~monthly through unit exams and ~quarterly through mock exams or progress monitoring.
- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. In addition, 50% of our ELA teachers will be looping up with their current cohort of students. This will better-ensure uninterrupted instruction on each child's individual path of learning. Teachers will continue to instruct students in a tiered approach that targets vocabulary, grade level standards, literacy, writing and academic deficiency as identified through assessments.
 - Vocabulary instruction through the use of Latin roots and decoding strategies to help improve literacy and critical thinking.
 - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.

- Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
- Writing instruction will be implemented using The Writing Revolution, a program to increase student proficiency specifically in writing , and helping them master grade level standards.
- Typing instruction to maintain a seamless transition from written assessments to computerized assessments.
- Target academic deficiencies through the use of review activities and i-Ready to allow students to gain support based on their level and pacing.
- Maintaining an “everyone reads approach” with whole school novel and guest author speakers to increase student engagement in literacy
- Continued use of online platforms such as i-Ready will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 4: MATHEMATICS

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

At Community Partnership Charter Lower School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. At the Lower School, 2023-2024 school year marked our 10th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of Math through hands-on learning and visuals, which allow for each scholar’s understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our Summer Institute days in August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources by Kim Sutton Creative Mathematics to increase fluency and number sense that enhances the curriculum, support instructional objectives, and develop a love for mathematics. *Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

The first block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a “do now” activity that is a spiral review, and a mental math activity. The block then flows into a whole group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

The second block of math is small group instruction focused on differentiating instruction. Small groups of instruction are divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. These small groups are based around data intake from the math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to address areas of development for scholars as well as strengthen number sense. Teachers also implemented a 45-minute math extended/constructed response block once a week in grades K-5. During which scholars explored math constructed response questions and learned the attributes of effective responses. This is an opportunity for scholars to engage in responses that are multi-step and require students to solve, use a diagram, and explain their thinking.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 3-5 students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our After School and Saturday program continued in-person to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for Math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery. The After School program targeted scholars who needed additional reteach and enrichment mathematical skills and strategies.

In response to the transition to Computer-Based Testing for the New York State Mathematics Assessment for Grade 5, we implemented a typing program to teach scholars keyboarding and computer skills. In January, we transitioned to Edulastic, an online learning platform, so scholars could apply their typing and computer skills to authentic math practice.

We also continued our Summer Program this year, which ran for four weeks from July 8th to August 2nd, using the Math in Focus curriculum and pre and post assessment developed by the Lavina group. During this program, scholars received mathematics instruction for 90 minutes daily. All scholars received 70 minutes of whole-group Math instruction each day and each scholar received an additional 20 minutes of instruction at least once per day for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 30 minutes were broken up into 10 minutes of pre-lesson Math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided practice), 20 minutes for independent practice with teacher feedback, and 20 minutes of small group instruction with differentiated Math center activities. Teachers in grades K-5 utilized smaller groups to allow for more individualized feedback.

A main focus for CPCS Lower School this year continued to be teacher professional development and continuing to deepen teacher content knowledge, especially around chapters and skills that we struggled with schoolwide. We have continued with our Math committee of teachers this year to discuss topics pertaining to Mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We continue utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development to build their content knowledge.

In the Middle School for the 2023-2024 year, the math department taught Match Fishtank for all grades, 6-8. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank, middle school staff effectively supported scholars in mastering grade level standards. CPCSMS used the i-Ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and the end of the school year to measure growth.

In Grade 6, instructional time is focused on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division and fractions and extending the notion of numbers to the system of rational numbers which includes negative numbers; (3) writing, interpreting and using expressions and equations; (4) developing understanding of statistical relationships and thinking; (5) retention of fifth grade standards that align with sixth grade.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instruction time was focused on using delta math as a tool to encourage student's ownership over their learning.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using Match Fishtank materials and 30 minutes of differentiation that ranged from gamification instruction such as Prodigy and/or Blooket or i-Ready supplemental resources. In addition, we used the

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Pear Assessment Platform in order to provide students with a similar CBT student facing practice for the state exam preparation.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

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.

METHOD

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	Refusa l	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3	31	0	5						36
4	43	0	7						50
5	41	0	6						47
6	40	2	10						52
7	42	0	9						51
8	40	1	8						49
All	237	3	45	0	0	0	0	0	285

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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
3	31	23	74.2%	26	20	76.9%
4	43	38	88.4%	33	30	90.9%
5	41	36	87.8%	34	31	91.2%
6	40	28	70.0%	21	16	76.2%
7	42	37	88.1%	39	35	89.7%
8	40	28	70.0%	38	27	71.1%
All	237	190	80.2%	191	159	83.2%

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
237	5.49	14.35	39.66	40.51

$$\begin{aligned}
 \text{PI} &= 14 + 40 + 41 = 95 \\
 &+ 40 + 41 = 80 \\
 &+ (.5)*41 = 20.25 \\
 \text{PI} &= 195.25^9
 \end{aligned}$$

⁹ Because of rounding, the sums do not sum are not always clean.

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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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

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 2023-24		All District 13 Students Preliminary	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	76.9%	26	60.0%	488
4	90.9%	33	55.5%	408
5	91.2%	34	48.0%	376
6	76.2%	21	38.9%	200
7	89.7%	39	48.3%	232
8	71.1%	38	23.8%	74
All	83.2%	191	48.9%	1778

In addition, twenty grade 8 students took the Algebra 1 Regents exam with 65% earning credit.

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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.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.7	475.0	442.1	2.29
4	93.2	470.0	442.1	1.98
5	94.1	476.0	439.4	2.89
6	88.2	464.0	441.6	1.76
7	86.3	466.0	445.0	1.64
8	88.9	467.0	438.8	1.73
All	91.2	469.3	441.6	2.00

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.¹⁰

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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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
4	50.8	50.0
5	59.3	50.0
6	53.3	50.0
7	57.4	50.0
8	60.2	50.0
All	56.0	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 107%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 104% on the spring i-Ready in math, just short of the 110% target.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in math of all students with a median percent progress of 115%, greater than the 100% target. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 28% of students in this group scored at Mid or Above Grade Level.

I-READY MATH

2023-24 i-Ready Mathematics Assessment End of Year Results

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Measure	Subgroup	Target	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%	251	107%	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%	93	104%	No
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 ¹¹	100% ¹²	43	115%	Yes
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%	175	28%	No

End of Year Performance on 2023-24 i-Ready 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
3	3.23%	31	4.55%	22
4	26.09%	46	30.30%	33

¹¹ 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

¹² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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5	19.57%	46	25.71%	35
6	21.28%	47	34.78%	23
7	34.00%	50	38.24%	34
8	25.81%	31	28.57%	28
All	22.71%	251	28.00%	175

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	96%	31
4	67.5%	46
5	83%	46
6	160%	47
7	178%	50
8	178%	31
All	107%	251

SUMMARY OF THE MATHEMATICS GOAL

The charter school met ALL five mathematics goals in 2023-24. The absolute measure was achieved as greater than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. CPCS' overall math proficiency on the NYS exam is greater than 34 percentage points than the local district. The school's aggregate PI on the state's mathematics exam calculates to 195 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size at 2.0. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **i-Ready** data.

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.	Yes
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.	Yes

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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.	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.	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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Statewide, citywide and NYC district NYS 3-8 math assessment results have been posted, however updates may be made as the scores are verified.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did meet this measure. Overall, 83% of students enrolled in 2+ years demonstrated proficiency on the math assessment. All grades did well, with only grade 8 below 75% scoring at levels 3 and 4. The other grades were quite consistent and all greater than 75% with grade 5 highest at 91.2%.
2. Measure: The school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP
 - The school did meet this measure with an aggregate performance index of **195.25**, exceeding the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2023-24 preliminary results.
 - The charter school did meet this measure with 83% proficient compared to the district’s 48.9% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 2.0.
5. Measure: Under the state’s Growth Model the school’s mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 56.0
6. The charter school demonstrated academic growth in 2023-24 based on interim assessments.

- Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

MATHEMATICS ACTION PLAN

CPCS LOWER SCHOOL:

- Implement Eureka Math Squared as the core mathematics curriculum for grades K-5 following the newly established curriculum map
- Continue Saturday Academy for grades 3-5 beginning in January to provide additional time-on-task for math instruction
- Incorporate daily exit tickets and data tracking throughout the math block to inform small group instruction for scholars
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Respond to the 2023-24 i-Ready Mathematics Assessment by bringing greater focus to the following domains in all grade levels K-5:
 - Geometry
 - Measurements and Data
- In response to data from the 2024 New York State June Instructional Report, increase instructional foci during math and math intervention in grades 3-5 on:
 - Equivalent fractions
 - Comparing fractions
 - Identifying quadrilaterals (rectangles)
 - Adding/Subtracting mixed numbers
 - Multiplicative comparison word problems
 - Additive rectangular prism volume
 - Multiplying fractions
 - Comparing decimals to thousandths
 - Operations on decimals to hundredths
- Continue implementing a math intervention or small group instruction block at least once per week in all grades allowing for increased mathematics intervention
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready Math assessments (3-5), i-Ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, module assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- On-going professional development opportunities and data discussions will be utilized to promote math goals during weekly grade-team meetings, bi-weekly leader-led data meetings, individualized teacher coaching and feedback conversations, and professional development days

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- Add two Deans of Academics and Culture to the leadership team to increase teacher coaching supports
- Increase the amount of instruction and independent work that is done on the computer in grades 3-5 in preparation for Computer-Based Testing for the New York State Mathematics Assessment in grades 4-5

CPCS MIDDLE SCHOOL:

- Strive for consistency in data collection and reporting
- Professional development on Infinite Campus and aligning curriculum across grades and to standards
- Implement small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90-minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.
- In 7th and 8th grade, implementing the use of Match Fishtank as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Reinforce of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopt gamification programs such as Prodigy for differentiation purposes in all math classes.
- Continue to use Google platform to simulate classroom environments and provide direct instructions and feedback to students daily.
- Adopt the use of Pear Assessment for instructional purposes and formative/summative assessments across all grade levels.
- Respond to the 2023-2024 i-Ready and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:
 - 6th Grade
 - Expressions and Equations
 - 6.EE.A - Write expressions, evaluate expressions
 - Ratios and Proportional Relationships
 - 6.RP.A - Rate and Ratio, solve unit rate problems
 - Number System
 - 6.NS.A - Quotient of Fractions
 - 6.NS.B - Greatest Common Factor, Least Common Factor
 - 7th Grade
 - Ratios and Proportional Relationships
 - 7.RP.A - Multistep ratio and percent problems
 - 7.RP.A - Proportional relationships
 - 8th Grade
 - Expressions and Equations
 - 8.EE.A - Scientific Notation

- 8.EE.B - Equation of a line
- 8.EE.C - Linear equation example
- Functions
- 8.F.A - Definition of a function
- 8.F.B - Use functions to model relationships

GOAL 5: SCIENCE

CPCS students will become proficient in science.

BACKGROUND

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 received science instruction once per week, except for 4th grade who received science twice per week. We continue to implement a modified version of the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, during the school year a STEM enrichment program was offered through Hand and Mind LLC to a select group of scholars in grades K-3 to engage in coding, circuits, and engineering. A STEM enrichment program was also offered to scholars during our summer program.

In response to the transition to Computer-Based Testing for the New York State Science Assessment for Grade 5, we implemented a typing program to teach scholars keyboarding and computer skills. In March, we transitioned to Edulastic, an online learning platform, so scholars could apply their typing and computer skills to authentic science practice.

CPCS Middle School continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's hands. This curriculum bridges research, tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

Science is a creative and analytic enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe phenomena, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into

understanding of the natural and designed worlds. Engineers apply that understanding to solve real-world problems. Thus, the scientific enterprise is both what we know (content knowledge) and how we come to know it (science practices). Science is a discovery activity, a process for producing new knowledge.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. In addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within the curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

In the Middle School for the 2023-2024 year, the science department taught FOSS with a combination of Living Environment regents for all grades, 6-8. The science department's model emphasized both gradual release and small group instruction. Using FOSS, middle school staff effectively supported scholars in mastering grade level standards, Next Generation Science Standards specifically for New York. Data collection happens daily, weekly and monthly through the use of exit tickets, SAFE quizzes, blind quizzes and Unit Assessments.

In Grade 6, instructional time is focused on how the world is around the student and the evolution to the planetary world. There are 5 instructional foci: (1) Earth History, (2) Planetary Science, (3) Gravity & Kinetic Energy, (4) Electromagnetic Force and (5) Waves.

In Grade 7, instructional time focused on introducing students to the world of science and how they fit into this world as homo sapiens. There are 5 instructional foci: (1) Chemical Interactions, (2) Diversity of Life, (3) Heredity & Adaptation, (4) Populations and Ecosystems and (5) Human System Interactions.

In Grade 8, instructional time focused on a combination of both 8th Grade NGSS Curriculum with Living Environment Regents throughout the year. There are multiple foci in this grade: (1) Basics of Science such as scientific method and collection of data within labs, (2) FOSS Grade 6 & 7 Review, (3) Mapping of the Earth, (4) Astronomy, (5) Seasons and Energy and (6) Meteorology.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real- world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using FOSS and 30 minutes of differentiation that ranged from gamification instruction such as Gizmos and/or Pear Assessment supplemental resources. We used the Pear Assessment Platform in order to provide students a similar CBT student facing practice for the state exam preparation.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

Real World Application

Students engage with science through immersive, hands-on field trips, scheduled once a month for each grade. These experiences include but are not limited to, end-of-year trips with science-focused activities, such as studying ecosystems at Sheffield Island and exploring biology at the Rhode Island Audubon Society. Additionally, all grades participate in weekly hands-on labs. Eighth-grade students, for instance, take part in Living Environment State-Aligned Labs, including fetal pig dissections. Each science classroom features learning centers, such as hydroponic gardens and various classroom pets like bunnies, turtles, mice, and chickens, to further enrich the educational experience.

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.

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

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	39	24	61.5%
8	41	13	31.7%
All	80	37	46.3%

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

NYS Science	Charter School Students in at Least 2 nd Year			All District 13 Students 2022-23		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	39	24	61.5%	--	--	--
8	41	13	31.7%	294	139	47%
All	80	37	46.3%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 62 percent of students in 5th grade achieved proficiency while 32 percent of 8th grade did so. 40 percent of the students (or 6 out of 15) tested on the NYS Living Environment Regents earned a score of 65 or above.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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.	No

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report’s submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.
 - o The charter school did not meet this measure. Overall, 46% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The school did not outperform the local district on the 8th grade NYS science assessment and/or the Regents 8 when comparing to their 2022-23 proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

This was the first administration of the 5th grade science assessment. Many of our 8th grade students took the NYS Living Environment Regents exam.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	Living Environment	15	6	40%

ACTION PLAN

CPCS LOWER SCHOOL

- Implement PhD Science as the core science curriculum in grades K-5
- Continue hands-on learning opportunities for scholars through module embedded science experiments
- Redeploy science instruction for grades K-1 to classroom teachers to teach twice per week allowing our specialized science instructor to increase the amount of science instruction to three times per week for grades 2-5
- Provide on-going professional development opportunities with PhD Science to our science instructor as well as K-1 teachers
- Continue to offer science and STEM enrichment options to scholars in grades K-5.
- Provide keyboarding and typing support to students as they prepare to engage in computer-based testing for the New York State Science Assessment
- Increase the amount of instruction and independent work that is done on the computer in grades 2-5 in preparation for Computer-Based Testing for the New York State Science Assessment in grades 4 and 5

It is crucial to ensure that our data collection and reporting processes remain consistent and robust. This consistency is fundamental to accurately evaluating academic performance and making informed decisions to support student success. To maintain consistency, we use exit tickets, SAFE quizzes, blind quizzes and Unit Assessments aligned to the FOSS Curriculum. With the use of Pear assessment, we are able to streamline collection, storage and analysis of academic data as well. Data collection is used to analyze student gaps and trends to differentiate for our students. Through strategic adjustments and dedicated support, we aim to ensure that all students, regardless of the learning environment, achieve their fullest potential.

CPCS MIDDLE SCHOOL

- Continue implementation of FOSS materials across all grade levels
- This is our second year where we shifted our Regents offering to Living Environment. We have fully shifted our 6th to 7th grade scopes in sequence so that 7th grade is more heavy in biology standards. We have fully made the shifts for each cohort so they get all of the content instruction that they will need to be successful in high school—with no gaps in their science knowledge.
- Science teachers develop project-based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplement the FOSS curriculum with Regents-based materials
- Offer a Living Environment Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

GOAL 7: 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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.