



Destine Preparatory
Charter School

Destine Preparatory Charter School

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

Re'Shawn Rogers, Executive Director, prepared this 2023-24 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Raysheea Turner	Chair	Governance
Mark Muscatiello	Vice Chair	Governance Development
Raul Castillo	Treasurer	Finance
Cherly Almonte Lare	Trustee	Finance
Dr. Nosa A. Lebarty	Trustee	Governance
Aisha White	Trustee	Governance

Re'Shawn Rogers, Founder, has served as the school leader since **2022**.

SCHOOL OVERVIEW

Destine Preparatory Charter School develops scholars in K-5th grade to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Key Design Elements:

- Academic Program is Rigorous and Extends Student-thought
- Equitable Systems and Structures Enable Learning, Growth, and Leadership
- Family and Community Partnerships Matter and are Vital to School Success

Destine Prep opened its doors in the fall of 2022 to grades K-1 in Schenectady, New York and will grow to a K-5 by adding a grade each year. In 2023-24, we served students in grades K-2.

We have designed a daily schedule that accounts for robust Literacy and STEM programming. True to our key elements of design is the notion that our scholars need ample support in acquiring and practicing foundational skills, such as phonemic awareness in Reading blocks and counting accurately and fluently in Math blocks. Within our daily schedules is dedicated time for supporting non-academic habits and building strong student culture. We believe that directly teaching SEL during Morning Circle and Reflection block will be a key lever to accomplishing our school's mission of supporting the whole scholar and helping them reach academic excellence.

Monday through Thursday we operate with an extended school day schedule. Arrival begins at 7:25, instruction begins at 7:45, and our school day ends at 4:05. Every Friday, our scholars are dismissed at 1:00 p.m. to allow for structured Professional Development for the entire school staff. We will balance two ideas that are core to our mission and vision: more time must be spent delivering high-quality instruction to our scholars, and more time must be spent training teachers and developing their skills and practice, so they can deliver high-quality instruction.

Destine Prep uses a Great Teaching rubric to provide a strong framework for professional development and drive instructional rigor. The framework is organized around the following four key questions:

- Classroom Environment: Do the relationships and expectations create the conditions for student learning?
- Rigor: Are scholars engaged in critical thinking, reasoning, and tasks aligned to the College Ready bar?
- Thinking: Are scholars doing the heavy lifting? Does instruction foster deeper conceptual understanding?
- Feedback: Are scholars improving the depth and precision of their thinking and work?

At DPCS, we also use an "Arc of the Year" document, which identifies priority areas of focus at each point of the year. We use the Arc of the Year document and the Great Teaching rubric to inform professional development and coaching meetings.

In 2023-24, we focused on the following priorities in the Arc of the Year:

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1. **School Culture:** All teachers score a 3 or higher on the rubric section *Classroom Environment* on the Great Teaching Rubric; no more than six daily referrals
2. **Reading Growth:** Measured with a 10% increase in average proficiency on each interim assessment in ELA and a 15% increase in STEP proficiency in each STEP cycle
3. **Attendance Growth:** 5% year over year growth at any point of the school year

In 2023-24, we adjusted our staffing structure to departmentalize math and reading in Grades 1 and 2, with one teacher teaching reading across both classrooms and one teacher teaching math across both classrooms. By departmentalizing math and reading, we are enabling teachers to specialize and deepen their expertise in these critical areas. We anticipate that this change will also result in improved individualized support and better overall learning outcomes in these subjects.

As an additional staffing adjustment, we implemented teacher looping in several classrooms. This approach fosters a supportive learning environment and allows teachers to better understand each student's unique learning needs and strengths, contributing to more effective instruction.

In 2023-24, DPCS provided more professional development in reading and basic training teachers on letter sounds as we had many first year teachers. We also hired more experienced teachers in 2023-24, five teachers who had been teaching for 2 or more years.

We hired an experienced recruiter who assisted in attracting teachers and kept us fully staffed. We are pleased to report we had 100 percent teacher retention from June 2024 to September 2024.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	46	42												98
2023-24	55	43	46											144

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

At DPCS, we dedicate a significant amount of the daily schedule to reading. Students participate in daily Reading Rooms, led by two reading teachers with small groups of scholars, homogeneously grouped by reading level. Students practice the skills developed in the Reading Room during the

Reading Comprehension block and all other core content blocks, as they all infuse literacy. Students also receive explicit phonics and writing instruction every day.

We used the following curricular resources for ELA in 2023-24:

- **Reading Mastery:** The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Reading Mastery builds scholars skills in Anchor Standards such as Vocabulary Acquisition and Use, Knowledge of Language, and Conventions of Standard English. The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Scholars are required to read and speak aloud so the teacher can directly correct misconceptions and model the standard use of English language.
- **Reading A-Z:** We use guided reading lesson plans from Reading A-Z. Going forward, we will also incorporate internally-created guided reading plans into our ELA curriculum in addition to the resources from Reading A-Z.
- In 2023-24, we shifted from the Write Bright program to using Handwriting Without Tears in Kindergarten. Grades 1-2 use internally-created writing plans, and Grade 3 uses Red Thread (from Lavinia). This school year, we will have a consultant from Lavinia visit the school three times to provide teachers with feedback on their implementation of the Red Thread curriculum. In ELA, we are introducing the Freckle reading assessment.
- **Fishtank ELA:** We use the Fishtank Learning ELA curriculum in all grades. The curriculum is designed around the following principles: building knowledge to nurture critical thinking; centering diverse, relevant, and rigorous texts; prioritizing student voices and ideas to build

To measure student progress in ELA, we use the STEP assessment, which is administered four times per year. We also administer an internally-created interim assessment to measure ELA skills three times per year.

To collect and analyze student reading data, we use a tracker that monitors progress for each student, which is updated on a weekly basis using data collected during reading groups. Teachers use the tracker to plan instruction every week. We continue using this tracker to identify groups of students for pull-out interventions.

METHOD

The school used STEP to assess student reading. From the website, STEP™ (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5.

RESULTS AND EVALUATION

In 2023-24, we administered the STEP assessment to first and second grade students four times. For each cycle, we assessed how many students grew one or more “steps.”

- At the start of the school year, only 27% of Kindergarteners were on or above grade level for reading. At the end of the school year, 83% of Kindergarteners were on or above grade level in reading.
- At the start of the school year, 21% of students with IEPs were on grade level for reading. At the end of the school year, 64% of students with IEPs were on grade level.
- 73% of 2nd graders ended the school year above grade level in reading.

Internal Assessments in ELA

Out of 48 second grade students, 23 students were able to improve their test scores from the beginning of the year to the end of the year by 5 or more points for the ELA IA exam.

ACTION PLAN

In the 2024-25 school year, we are welcoming an Instructional Coach, a new addition to our organizational structure. The Instructional Coach will support the use of data-informed instruction, particularly in Grade 3. Through a \$15,000 grant from the Brighter Choice Foundation, we will offer students in Grade 3 with additional practice prior to DPCS's first ever New York State tests. Students will have three cycles of interim assessment before the 2025 State tests. In addition, this year we are introducing weekly quizzes to measure student skills and use this data to adjust instruction. Aligned with our instructional priority of the year, we have a calendar of professional development targeting teachers' data analysis skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

After careful study of curriculum used by schools with similar scholar demographics as those of Destine Prep, we have rolled out a curriculum that we believe unleashes student thinking, aligning with our key design element, Academic Programming is Rigorous and Extends Student Thought. We believe that our chosen curriculum will expand our scholars' interest in mathematics and technology. The lessons are hands-on and interactive and allow scholars to enter the lesson at the point of access, allowing them to creatively discover and use strategies and representations that make sense to them.

We use Eureka Math and Achievement First OER Math Stories (CGI) curriculum. Both curricula were designed to ensure scholars acquire a range of mathematical skills and concepts aligned to NY State Common Core Standards. The lessons build skills in each of the following domains of Common Core

Math Standards: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, Geometry, Ratios and Proportional Relationships, The Number System, Expressions and Equations, and Statistics and Probability. We also use Every Day Counts Calendar Math as a supplemental resource to support our scholars' number sense. The combination of these curricula prepare our scholars to master math skills comprehensively by ensuring our scholars have a strong procedural and conceptual understanding of concepts.

METHOD

We administer the NWEA MAP assessment three times per year for all DPCS grades to measure student outcomes in math.

RESULTS AND EVALUATION

In 2023-24 we administered the NWEA MAP assessment three times. From the first to the final administration, 71% of the school was proficient in math at the end of the school year.

ACTION PLAN

Based on feedback from our teachers, we are moving from Eureka Math to Go Math starting in the 2024-25 school year. Go Math was chosen as it provides teachers with more scaffolding in the curricular program. Our Instructional Coach and SPED Coordinator supported the schoolwide rollout of Go Math. We will be using Waggle, an adaptive assessment, for math to understand and respond to each student's learning needs within their respective content areas.

Students will continue to take CGI math in Grade 3, using a program we tailored based on our K-2 CGI program and informed by best practices used at other charter schools.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We use FOSS for science instruction in all DPCS grades.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

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

RESULTS AND EVALUATION

Not Applicable

Year	Status
2022-23	First Year School
2023-24	Good Standing

GOAL V: SOCIAL EMOTIONAL INTELLIGENCE

Goal 5: Destine Prep scholars will demonstrate emotional and character growth.

Goal 5 Optional Measure: Each year, scholars (inclusive of those classified as ELL or SWD) who are enrolled for two or more years will outperform local school districts serving the same population by having lesser suspension and expulsion data.

RESULTS AND EVALUATION

This metric data is unavailable at the time of this report for 2023-24.

Goal 5 Optional Measure: Each year, we will have a 5% decrease in disciplinary infractions from the previous school year.

RESULTS AND EVALUATION

The school did not meet this measure.

As we build our school culture, our students are learning about acceptable behavior in this setting. We already see that the older students have made the connection that they want to be here, rather than sent home. By putting in the time with the younger students to instill that same sense of responsibility to arrive ready to learn, we are seeing improvements.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL VI: ENROLLMENT

Goal 6: The school will be fully enrolled with high levels of daily attendance and yearly retention.

Goal 6 Optional Measure: The school will enroll and maintain a class of students equal to our projected enrollment each year.

RESULTS AND EVALUATION

The school did not meet this measure as we enrolled 80% of our target number.

Recognizing that we needed additional support in this area, we have a role dedicated to recruitment and enrollment.

Goal 6 Optional Measure: Of students who complete the year, 90% of students will re-enroll for the following year.

RESULTS AND EVALUATION

The school did not meet this measure.

We have found that there is a fair number of families in Schenectady that struggle with permanent housing and that does affect where their children attend a school.

Goal 6 Optional Measure: The school will average 95% or higher daily student attendance each year.

RESULTS AND EVALUATION

The school did not meet this measure.

We continued to approach this goal for 2023-24, with a 7 percentage point increase from our average attendance rate for 2022-23. We averaged 93.5% daily attendance in 2023-24. We have a point person who is charged with increasing attendance utilizing phone calls as well as monthly incentives. We also

sent attendance letters, chronic absentee letters, family meetings, and progress plans, as well as home visits. In addition, we were able to reduce our chronic absentee list to 18%.

GOAL VII: FISCAL SOUNDNESS

Goal 7: The school will consistently demonstrate fiscal responsibility.

Goal 7 Optional Measure: Each year, the annual financial audit will demonstrate that the school meets or exceeds the standards of generally accepted accounting principles (GAAP).

RESULTS AND EVALUATION

Results of 2023-24 audit unavailable as of September 16, 2024.

Goal 7 Optional Measure: Each year, the school will operate on a balanced budget.

RESULTS AND EVALUATION

Projecting that this will be met for 2023-24 (pending audit). DPCS hired an external financial support company called BoostEd that has been very helpful. We also received assistance in collecting grant money.

GOAL VIII: FAMILY SATISFACTION

Goal 8: Parents will report satisfaction with the school's academic program and family communication.

Goal 8 Optional Measure: As measured by an annual end of year survey, satisfaction with the school's academic program will, on average, exceed 85%, with at least 75% of families responding.

RESULTS AND EVALUATION

The school did not meet this measure because fewer than 75% of families responded. Parents can complete the survey through our Parent Square app, or on paper during parent conferences.

The families that responded to the survey gave favorable results. 87% of parents are satisfied with the academic performance of their scholar. 91% of scholars agree that their teachers care about them.

GOAL IX: BOARD OF TRUSTEES

Goal 9: The Board of Trustees will provide sound oversight of the school.

Goal 9 Optional Measure: The Board will conduct a formal annual review of the school leader.

RESULTS AND EVALUATION

As of this report, the Board is in the process of finalizing the annual review of the school leader for the 2024-25 school year.

Goal 9 Optional Measure: The Board will conduct an annual self evaluation to assess its strengths and weaknesses.

RESULTS AND EVALUATION

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

As of September 2024, the Board is in the process of finalizing its annual self evaluation tool for the 2023-24 school year.

Goal 9 Optional Measure: The Board will conduct a formal annual review of bylaws and policy.

RESULTS AND EVALUATION

The Board did review policies and made an update to the by-laws.

Goal 9 Optional Measure: The Board will conduct an annual review of organizational strengths and weaknesses.

RESULTS AND EVALUATION

The board held a retreat on September 21, 2024 to discuss organizational strengths and weaknesses.