



# **Intellectus Preparatory Charter School**

## **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Kenyah Miller, Executive Director, prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Sheuvaun Vernon	Chair	Governance, Finance
Terrence Turner	Vice-Chair	Governance, Finance, Development, Academic
David Everett	Treasurer	Governance, Finance, Development
Calvin McCoy, Jr.	Member	Governance, Finance, Development
Crystal Dow	Member	Governance, Academic

**Kenyah Miller has served as the Executive Director since 2021.**

### SCHOOL OVERVIEW

Intellectus Preparatory Charter School (IPCS) opened in 2022 and currently serves approximately 100 scholars in grades 6 through 9. The school's mission is to deliver an equitable educational experience that prepares scholars to compete academically, contribute socially, and choose their own pathways to college and career through experiential learning, restorative practices, and personal development.

IPCS serves a diverse student population, with many scholars coming from underserved communities. A significant portion of students qualify for free or reduced lunch, reflecting the school's commitment to inclusivity and access for all. The school's academic program focuses on closing achievement gaps, particularly in Mathematics and Reading, where diagnostic data for the 2023-2024 school year showed that many students entered the school two or more grade levels behind.

The school's programmatic structure focuses on closing academic gaps in grades 6 and 7, with acceleration beginning in grade 8. The goal is for scholars to complete their Regents requirements by grade 10. In grades 11 and 12, scholars choose one of three specialized tracks: college, trade school, or entrepreneurship. Additionally, IPCS incorporates financial literacy into its curriculum, with middle school scholars learning essential money management skills and high school scholars applying this knowledge by acquiring real wealth assets such as stock and cryptocurrency.

The key design elements of Intellectus Preparatory Charter School (IPCS) emphasize experiential learning, enjoyment of learning, comprehensive counseling, pathway choice, strong family and community partnerships, and continuous improvement. Through hands-on experiences and culturally relevant connections, IPCS makes learning dynamic, encouraging scholars to engage actively in problem-solving and critical thinking. The school fosters a joyful and supportive classroom environment, motivating scholars to develop a love for learning and reducing absenteeism. Counseling for all ensures every scholar receives personalized guidance to support their mental health, wellness, and personal development.

IPCS empowers scholars by offering three pathways that lead to graduation—college, trade school, or entrepreneurship—allowing students to align their academic experience with their future aspirations. The school's commitment to family and community partnerships ensures a strong support network, while continuous improvement practices guide the school in regularly reflecting on data and feedback to enhance academic outcomes and organizational success. These elements are central to IPCS's mission of providing an equitable educational experience that prepares scholars for academic and social success.



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4							
5							
6	16	1					17
7	34	1	2				37
8	16	1	1				18
All	66	3	3				72

Performance on 2023-24 State English Language Arts 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						
4						
5						
6	16	5	31%			
7	34	17	50%	17	9	53%
8	16	5	31%	10	5	50%
All	66	27	41%	27	14	52%

**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.

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	33	33	8

$$\begin{aligned}
 \text{PI} &= 33 + 33 + 8 = 74 \\
 &+ 33 + 8 = 41 \\
 &+ (.5)*8 = 4
 \end{aligned}$$

## RESULTS AND EVALUATION

The English Language Arts (ELA) Performance Index (PI) for Intellectus Prep in the 2023-24 school year is calculated at 119, compared to the New York State’s Minimum Improvement Plan (MIP) target of 113. This means that the school exceeded the state’s required performance benchmark by 6 points. This is a notable achievement, demonstrating that the school’s efforts in ELA have yielded positive outcomes.

The breakdown of performance reveals that 33% of students scored at Level 2 (partially proficient), 33% at Level 3 (proficient), and 8% at Level 4 (advanced). These results show a balanced distribution of students in the higher performance levels, with a combined 41% of students scoring at Levels 3 and 4, which significantly contributed to the overall PI exceeding the MIP target.

The context of these results can be attributed to several key aspects of Intellectus Prep’s instructional program. The school's emphasis on differentiated instruction and personalized learning pathways has been effective in pushing students into higher performance categories. Furthermore, the integration of character education and counseling programs focused on emotional regulation and self-awareness has likely contributed to improved academic engagement and achievement.

However, there are areas for growth, as 33% of students still performed at Level 1, indicating that a significant portion of the cohort is not yet meeting proficiency. This highlights the need for continued targeted interventions, particularly for students who are struggling with foundational literacy skills.

Overall, the school’s achievement in meeting and exceeding the PI benchmark reflects a successful implementation of core instructional strategies, but also underscores the importance of addressing the needs of lower-performing students to ensure continued growth and higher performance across all levels.

### 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.

### 2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 <sup>nd</sup> Year	All District Students

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	53%	17	43%	533
8	50%	10	47%	543
All	51%	27	45%	1076

### ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>1</sup>

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	57.6%	438	446	-0.94
7	58.3%	450	448.4	0.16
8				
All	57.9%	443.3	447.0	-0.46

### ELA Measure 5 - Growth

<sup>1</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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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.

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
6	40.8	50.0
7	51.1	50.0
All	45.5	50.0

## ELA INTERNAL EXAM RESULTS

IPCS utilized i-Ready as the internal exam to measure the growth and achievement of scholars. In the 2023-2024 school year, our scholars struggled with testing fatigue and motivation for continuing testing that they deemed unnecessary. Additionally, for scholars who would normally test at a more advanced level, their testing experience was considerably lengthened beyond that of their peers. Scholars are generally interested in knowing their overall grade level placement and are invested in how they perform earlier in the school year. For the purposes of monitoring growth, the final diagnostic is not always the best score to utilize to demonstrate scholar growth. Particularly for scholars who obtain a rushing score on their exam, there is a need to look at historical data for each scholar and other testing they may have participated in. Continually resetting tests for scholars who rushed in their testing is also ineffective as they are generally not motivated to sit through re-testing. For instance, 8<sup>th</sup> graders participated in the Algebra 1 Regents, early in June, and were preparing for additional Regents over the next weeks. However, their final diagnostics were administered closer to graduation, where there was less motivation for completion. Instead, a more accurate view of their data would have been in the spring testing any time following March 2<sup>nd</sup>. However, the iReady system only allows for final diagnostic data to be considered when measuring overall growth.

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

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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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	69	0%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	36	70%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	0%	10	17%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	33	27%	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
6	18%	11		
7	13%	32	35%	20
8	15%	13	19%	13
All	15%	56	25%	33

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

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Grades	Median Percent of Annual Typical Growth	Number Tested
6	79%	18
7	53%	33
8	77%	14
All	67%	65

### SUMMARY OF THE ELA GOAL

Intellectus Prep made notable progress toward its English Language Arts (ELA) goals during the 2023-2024 school year, achieving several key measures outlined in its Accountability Plan while also identifying areas for continued growth. One major achievement was the school’s success in exceeding New York State’s required Performance Index (PI) target of 113, with a score of 119. This indicates positive movement toward academic proficiency across all tested grades. Additionally, 52% of students enrolled for at least two years performed at or above proficiency, reflecting substantial improvement, though the school fell short of the target of 75%. The school also outperformed the district in comparative performance, with 51% of students achieving proficiency, compared to 45% of students in the surrounding district. In terms of student growth, 7th-grade students exceeded the target mean growth percentile, achieving a score of 51.1%, demonstrating Intellectus Prep’s ability to accelerate learning for specific grade levels.

However, challenges remain, particularly with students who are performing at Level 1, as 33% of students are still below proficiency, underscoring the need for continued targeted interventions to strengthen foundational literacy skills. The internal i-Ready assessments further highlighted struggles with testing fatigue, resulting in only 15% of students reaching mid-on grade level or above by the end of the year. The school did meet its growth target for students with disabilities, but overall growth across all students remained below target, signaling the need for refined strategies to improve sustained progress. Additionally, the school’s comparative performance against demographically similar schools showed mixed results, particularly in 6th grade, where performance was below the predicted level.

In conclusion, Intellectus Prep made significant strides in ELA performance, particularly in exceeding the state’s PI target and outperforming the district in proficiency rates. The school’s instructional programs have successfully pushed students into higher performance categories, but there remains a need to focus on interventions for lower-performing students to ensure ongoing growth and success across all levels. Moving forward, the school must continue to refine its strategies for supporting struggling learners while building on the successes achieved this year.

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

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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 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 English language arts for all tested students in grades 4-8 will be above the target of 50.	No

### EVALUATION OF ELA GOAL

Intellectus Prep demonstrated mixed performance across the various measures of English Language Arts (ELA) during the 2023-2024 school year. For ELA Measure 1 (Absolute Performance), the school fell short of the goal, with only 52% of students enrolled for at least two years achieving proficiency, compared to the target of 75%. While this result shows that the school did not meet its proficiency target, notable performance occurred in 7th grade, where 53% of students reached proficiency, exceeding expectations. This result highlights the effectiveness of the school’s instructional shifts, particularly in the upper grades.

For ELA Measure 2 (Performance Index), the school exceeded the state’s required Performance Index (PI) of 113 with a PI of 119, marking a significant achievement. This success is attributed to the school’s focus on differentiated instruction and the introduction of the Connections I & II curriculum, which provided more targeted skill-based instruction. In addition, 41% of students scored at Levels 3 and 4, which contributed to this strong performance index.

For ELA Measure 3 (Comparative Performance), Intellectus Prep outperformed the district, with 51% of students in at least their second year achieving proficiency compared to 45% of students district-wide. In 7th and 8th grades, the school’s students exceeded district performance by 10% and 3%, respectively, further demonstrating the effectiveness of the school’s curriculum and support strategies in preparing students for state assessments.

ELA Measure 4 (Effect Size) presented challenges, as the school did not meet the goal of exceeding its predicted performance by an effect size of 0.3. The 6th grade cohort performed below expectations, with an effect size of -0.94, while 7th grade showed a modest effect size of 0.16, indicating slight but positive growth. This shortfall suggests that the school’s younger students struggled more with the transition to the skill-based curriculum, likely due to gaps in foundational literacy.

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For ELA Measure 5 (Growth), the school's overall mean growth percentile was 45.5, falling short of the target of 50. However, notable growth occurred in 7th grade, where the mean growth percentile was 51.1, surpassing the state target. This improvement in 7th grade is likely due to targeted interventions and personalized learning strategies that were particularly effective for middle-grade students.

In summary, Intellectus Prep exceeded the Performance Index target and outperformed the district in comparative proficiency, but struggled with meeting the absolute proficiency target and growth targets in certain grades. The performance discrepancies, especially in lower grades and the overall effect size, highlight areas for continued improvement, particularly in addressing foundational literacy gaps. The school's successes in upper grades, notably in 7th grade, can be attributed to effective instructional practices and a strong focus on individualized learning, while areas of challenge point to the need for more targeted interventions in early grades.

### ADDITIONAL CONTEXT AND EVIDENCE

Intellectus Prep recognizes several concerns regarding the data reported above and is actively working to mitigate these challenges. One of the primary concerns is the lower-than-expected proficiency rates, particularly in the 6th and 8th grades, where only 31% of students achieved proficiency on the 2023-2024 State English Language Arts (ELA) exam. This performance falls short of the school's goal, especially for students enrolled in at least their second year, where only 52% reached proficiency compared to the target of 75%. The school attributes part of this gap to the shift in curriculum mid-year, transitioning from the Expeditionary Learning (EL) curriculum to the Connections I, II & III curriculum. While this change has led to some positive outcomes, the shift created a challenge in adjusting instructional practices quickly enough to meet all students' needs, particularly for scholars with significant literacy gaps.

Another concern is the percentage of students performing at Level 1, with 33% of students scoring below proficiency. This indicates that many students are still struggling with foundational literacy skills, which is a barrier to academic growth across grade levels. The school has already begun addressing this concern by implementing more targeted interventions, including differentiated small-group instruction, increased scaffolding for reading comprehension, and skill-based practice sessions. The introduction of the Connections = curriculum was also intended to better align instructional materials with state assessments and provide more rigorous skill practice.

In addition to the proficiency concerns, there were participation challenges during the 2023-2024 school year. A small number of students (3 absentees and 3 refusals) did not participate in the state ELA exam. While these numbers are relatively low, any missed participation negatively impacts the school's ability to provide a complete picture of overall student performance. To mitigate this concern, the school has taken steps to improve communication with families about the importance of standardized assessments, including holding informational sessions and providing targeted support for English Language Learners (ELLs) and students with disabilities (IEP students).

Intellectus Prep also faced unexpected challenges with testing fatigue, particularly for students taking multiple state assessments, such as 8th graders who participated in multiple Regents and ELA state

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testing online. This fatigue, combined with the timing of the i-Ready diagnostics near the end of the year, resulted in rushed or incomplete testing for some students, which likely impacted their performance. In response, the school is reevaluating its assessment schedule to better space out high-stakes tests and internal diagnostics to minimize burnout and testing fatigue. Additionally, efforts are being made to improve motivation and engagement by helping students understand the purpose of each assessment and providing incentives for demonstrating growth.

To further supplement the quantitative evidence, Intellectus Prep used i-Ready assessments as an internal measure of growth. However, results from i-Ready showed only 15% of students across all grades reaching mid-on grade level or above by the end of the year, with students two or more grade levels behind only reaching 70% of their annual typical growth. While this presents another concern, the school acknowledges that end-of-year diagnostic data may not always reflect true growth, especially for students who experience testing fatigue or rush through the final exam. In light of this, the school plans to emphasize historical data and earlier assessments to provide a more accurate picture of student growth. Intellectus Prep also continues to work on addressing motivational issues by aligning assessments more closely with student interests and making the testing experience more relevant to their academic goals.

Finally, the school recognizes that its co-academic interventions, including character education and emotional regulation counseling, have played a vital role in helping scholars remain engaged despite challenges. These interventions have been particularly effective in the middle school grades, where students showed higher proficiency and growth rates. The counseling program has also helped students manage testing anxiety and maintain focus, especially in grades where the school saw stronger growth, such as 7th grade.

In conclusion, while Intellectus Prep has faced several barriers to achieving its full ELA goals, the school has taken proactive steps to mitigate these concerns, including refining instructional practices, improving assessment schedules, and strengthening co-academic interventions. The school remains committed to addressing literacy gaps and providing targeted support to ensure all students have the opportunity to achieve academic success.

### ELA ACTION PLAN

To maintain consistency in data collection and reporting, Intellectus Prep has implemented several key strategies to ensure data accuracy and drive academic performance.

IPCS engaged the Connections curriculum written by Perfection Learning. Instead of a thematic approach, the curriculum is designed by skills and provides scholars with texts and practice that mirror how they would engage with the text on state assessments. The assessments provided by Connections provide the opportunity for real-time progress monitoring checks for understanding and pinpointing learning gaps. The coupling of this with strategic use of i-Ready lessons for targeted practice, will allow us to close gaps faster. Based on the 2023-2024 data, Intellectus Prep has implemented several key changes for the 2024-2025 school year aimed at improving academic performance and ensuring consistency in data collection. One major initiative is the introduction of a dedicated independent

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reading block across all grades. This reading block provides students with daily, uninterrupted time to engage with texts and apply the skills learned in their formal ELA instruction. The independent reading block serves as a structured opportunity to build literacy skills, helping to address the gaps identified in the 2023-2024 results, particularly for students performing below proficiency.

Additionally, Intellectus Prep has enhanced its data-driven approach by establishing weekly data meetings and utilizing school-wide data trackers from the beginning of the school year. These weekly meetings enable teachers and administrators to regularly review student progress, identify emerging trends, and adjust instructional strategies in real-time. The data trackers ensure that student performance data is centralized and accessible, allowing for targeted interventions to be implemented quickly and effectively.

The school also continues to refine its instructional approach, particularly through the ongoing use of the Connections curriculum, which was first introduced midway through the 2023-2024 school year. The Connections curriculum focuses on skill-based instruction, better aligning with state assessments and addressing the need for more explicit practice in literacy. By integrating the independent reading block and utilizing the Connections curriculum, Intellectus Prep aims to provide students with a well-rounded and effective literacy program, ensuring they receive both guided instruction and independent practice.

These strategic interventions—focused on improving literacy outcomes, enhancing data monitoring, and providing targeted support—are designed to address the specific challenges identified in the 2023-2024 data and drive higher levels of academic achievement for the 2024-2025 school year.

### GOAL 2: MATHEMATICS

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

#### BACKGROUND

During the 2023-2024 school year, the Mathematics program was guided by the i-Ready Classroom Mathematics curriculum for both grades 6 through 8. Internally developed materials were utilized for the Algebra 1 class offered to 8<sup>th</sup> graders. The instruction was implemented in alignment with the curriculum materials utilizing the explore, develop, and refine process of introducing, building on, and practicing content. Professional development specific to mathematics content and instruction focused on curriculum implementation, lesson plan development, and intellectual preparation, as well as an understanding the expected changes and structure of the state assessment.

### 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.

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

2023-24 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	14	1					2		17
7	29	4	3				2		37
8	18	0						18	18
All	61	5	3	0	0	0	4	18	72

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						
4						
5						
6						
7	29	21	72%	16	10	62%
8	18	9	50%	13	9	69%
All	47	30	64%	29	19	66%

### 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

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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) excluding Algebra 1 Regents

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	2	35	47	16

$$\begin{aligned}
 \text{PI} &= 35 + 47 + 16 = 98 \\
 & \quad \quad \quad 47 + 16 = 63 \\
 & \quad \quad \quad \quad \quad + (.5)*16 = 8 \\
 \text{PI} &= 169
 \end{aligned}$$

Mathematics 2023-24 Performance Index (PI) including Algebra 1 Regents

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	7	34	46	13

$$\begin{aligned}
 \text{PI} &= 34 + 46 + 13 = 93 \\
 & \quad \quad \quad 46 + 13 = 59 \\
 & \quad \quad \quad \quad \quad + (.5)*13 = 7 \\
 \text{PI} &= 159
 \end{aligned}$$

### RESULTS AND EVALUATION

The performance data for the 2023-24 school year indicates that Intellectus Prep achieved a Performance Index (PI) score of 169 excluding Algebra 1 Regents and a PI score of 159 including Algebra 1 Regents in Mathematics. These scores are compared to New York State's Mathematics MIP of 115.3 for the 2023-24 school year. In both cases, the school exceeded the MIP, with the PI score excluding Algebra 1 Regents surpassing the state benchmark by 53.7 points and the score including Algebra 1 Regents exceeding the target by 43.7 points. This represents a significant achievement for the school and reflects strong mathematics performance across the board.

The high percentage of students performing at Level 3 (47%) contributed substantially to these results, demonstrating that nearly half of the students are proficient in their mathematics skills. Furthermore, a noteworthy percentage of students (16% excluding Algebra and 13% including Algebra) reached the advanced Level 4 performance, underscoring that a solid portion of students are excelling in mathematics. The school's focus on personalized learning strategies and the cultivation of critical thinking and problem-solving skills is likely driving these strong outcomes, particularly in the middle school grades. The notable performance of students in Algebra 1 Regents is also indicative of the school's commitment to providing early exposure to advanced coursework.

While the overall results mean IPCS has exceeded the expectation, there is still an opportunity to further increase the percentage of students achieving at the advanced Level 4, particularly among those taking Algebra 1. Expanding the number of students reaching this level would further elevate the school's overall PI score, moving it closer to the maximum possible score of 250. Nevertheless, the data clearly

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shows that Intellectus Prep has not only met but far exceeded the state’s ESSA accountability measure in mathematics for the 2023-24 school year. This achievement speaks to the school’s effective teaching practices and its focus on fostering both proficiency and excellence in its students.

### Math Measure 3 - Comparative

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

### METHOD

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

2023-24 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	63%	16	44%	478
8	69%	13	34%	975
All	66%	29	39%	1453

### 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.

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## 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	57.6	438	446	-0.94
7	58.3	450	448.4	0.16
8				
All	57.9	443.3	447	-0.46

### Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>2</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score 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		50.0
5		50.0
6	76	50.0
7	66	50.0
8		50.0
All	71	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

IPCS utilized i-Ready as the internal exam to measure the growth and achievement of scholars. In the 2023-2024 school year, our scholars struggled with testing fatigue and motivation for continuing testing

<sup>2</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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that they deemed unnecessary. Additionally, for scholars who would normally test at a more advanced level, their testing experience was considerably lengthened beyond that of their peers. Scholars are generally interested in knowing their overall grade level placement and are invested in how they perform earlier in the school year. For the purposes of monitoring growth, the final diagnostic is not always the best score to utilize to demonstrate scholar growth. Particularly for scholars who obtain a rushing score on their exam, there is a need to look at historical data for each scholar and other testing they may have participated in. Continually resetting tests for scholars who rushed in their testing is also ineffective as they are generally not motivated to sit through re-testing. For instance, 8<sup>th</sup> graders participated in the Algebra 1 Regents, early in June, and were preparing for additional Regents over the next weeks. However, their final diagnostics were administered closer to graduation, where there was less motivation for completion. Instead, a more accurate view of their data would have been in the spring testing any time following March 2<sup>nd</sup>. However, the i-Ready platform only allows for final diagnostic data to be considered when measuring overall growth.

While the end-of-year results are requested to be reported for two or more grade levels below, i-Ready utilizes “two grade levels below” and “three or more grade levels below” as separate categories and are reported separately without the ability to combine them. For the purposes of this report, category “three or more grade levels below” was used for the baseline placement.

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

### I-READY

2023-24 i-Ready Mathematics 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	69	54%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	40	92%	No

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	58%	10	0%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	33	31%	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				
4				
5				
6	9%	13		
7	15%	27	14%	21
8	20%	14	33%	12
All	15%	54	21%	33

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

Grades	Median Percent of Annual Typical Growth	Number Tested
6	33%	13
7	72%	27
8	0%	14
All	35%	54

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## SUMMARY OF THE MATHEMATICS GOAL

For the 2023-2024 school year, Intellectus Prep demonstrated success in its Mathematics Accountability Plan goal, particularly in surpassing the New York State Measure of Interim Progress (MIP) and achieving comparative gains over district schools. The school’s Performance Index (PI) scores, 169 excluding Algebra 1 Regents and 159 including Algebra 1, exceeded the state target of 115.3, showcasing strong overall performance. Notably, 7th and 8th graders enrolled for at least two years achieved proficiency rates of 63% and 69%, respectively, outpacing district counterparts, where only 44% and 34% were proficient. Additionally, the school’s mean growth percentile in mathematics exceeded the state target, with a school-wide average of 71, indicating that scholars were making faster progress compared to their peers.

However, i-Ready internal assessments revealed challenges, with only 54% of scholars meeting their growth target and 15% performing at mid-on-grade level or above, falling short of the 75% goal. Scholars with disabilities also struggled to meet growth targets, highlighting a need for further intervention. The inclusion of Algebra 1 Regents scores slightly lowered the PI, but the school still exceeded state expectations. Despite these challenges, the school's focus on personalized learning strategies and curriculum implementation has driven measurable academic progress, particularly in middle school.

Continued effort is needed to close gaps for students performing below grade level, especially for those with disabilities. Expanding the number of scholars reaching advanced proficiency, particularly in Algebra 1, will be essential for the school’s future success. Overall, Intellectus Prep’s strong performance on state assessments, compared to district schools, demonstrates its commitment to fostering both proficiency and excellence in mathematics while highlighting areas for growth in internal assessments.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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.	No

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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
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### EVALUATION OF THE MATHEMATICS GOAL

In the 2023-2024 school year, Intellectus Prep's mathematics program showed a mix of successes and areas for growth across the various accountability measures. The school did not meet Math Measure 1 - Absolute, as 66% of scholars who had been enrolled for at least two years scored proficient or above on the New York State Mathematics exam. While this is below the target of 75%, notable performance was seen in the 8th grade, where 69% of scholars reached proficiency in Algebra 1, a 9<sup>th</sup> grade level course. The 7th grade also performed well, with 62% of second-year scholars achieving proficiency, but this falls short of the 75% goal. These results reflect the effectiveness of the mathematics curriculum and professional development provided.

In terms of the Math Measure 2 - Performance Index (PI), the school exceeded expectations. Intellectus Prep achieved a PI score of 169 excluding Algebra 1 Regents and 159 including Algebra 1, significantly surpassing the New York State's Measure of Interim Progress (MIP) of 115.3. This indicates that scholars performed well across performance levels, with a high percentage (47%) scoring at Level 3, and notable gains were made in the advanced Level 4 category (16% excluding Algebra 1 and 13% including Algebra 1). These strong outcomes reflect the school's success in developing critical thinking and problem-solving skills in students.

For Math Measure 3 - Comparative, the school outperformed the district in the 7th and 8th grades. Among second-year students, 63% of 7th graders and 69% of 8th graders scored proficient, compared to 44% and 34% in the district. This demonstrates the effectiveness of Intellectus Prep's instructional practices and curriculum implementation, particularly in the middle school years.

Regarding Math Measure 4 - Comparative Performance with a target effect size of 0.3 or above, Intellectus Prep fell short based on the 2022-2023 results. The school achieved an effect size of 0.16 in 7th grade and a negative effect size of -0.94 in 6th grade. These results suggest that while some scholars performed above expectations, there are challenges in supporting economically disadvantaged students, particularly in the 6th grade.

Finally, for Math Measure 5 - Growth, the 2022-2023 mean growth percentile was 71, exceeding the state target of 50. Particularly strong growth was observed in the 6th grade (76th percentile) and the 7th grade (66th percentile). This demonstrates the school's ability to drive significant academic growth, especially in younger middle school students.

Despite these successes, internal i-Ready assessment results highlighted challenges. Only 54% of all scholars met their growth target, and only 15% of all students, and 21% of second-year students, performed at or above mid-on-grade level. These results indicate testing fatigue and motivation issues, particularly among higher-performing scholars and those taking multiple end-of-year exams, such as the Algebra 1 Regents. These findings point to a need for further adjustments in assessment practices and additional supports for students performing below grade level.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In summary, Intellectus Prep exceeded state expectations in the Performance Index and comparative performance with the district, demonstrating strong results in the 7th and 8th grades. However, the school fell short of growth targets in i-Ready assessments and must address challenges related to student motivation and underperformance in lower grades, particularly among economically disadvantaged and special education populations.

### ADDITIONAL CONTEXT AND EVIDENCE

To respond to the concerns raised by the 2023-2024 mathematics data, Intellectus Prep is implementing several targeted interventions aimed at improving scholar outcomes and addressing gaps in proficiency and growth. A key strategy is the integration of small-group math blocks into every lesson. These blocks will allow for more personalized instruction, enabling teachers to provide targeted support to scholars who need extra help while also challenging those who are excelling. By breaking the class into smaller groups, teachers can better address the varying levels of readiness within each class, ensuring that all scholars receive the focused attention they need to progress.

In addition, the school is streamlining its math programs to ensure that scholars are consistently exposed to familiar tools and resources throughout the year. By reducing the number of different platforms and methods scholars have to adapt to, Intellectus Prep is creating a more cohesive learning environment. This approach aims to keep scholars comfortable and proficient with the tools they use, which will help them better apply their learning during assessments and lessons without the distraction of adjusting to new systems.

Weekly data meetings will play a crucial role in monitoring progress and making real-time adjustments to instruction. Teachers and administrators will meet regularly to analyze assessment data, review the effectiveness of interventions, and identify any areas where additional support is needed. These ongoing reviews will allow the school to address learning gaps promptly, ensuring that scholars are on track to meet their proficiency and growth targets throughout the year.

A school-wide data tracker is being introduced to help monitor scholar progress across all grades. This tool will provide a comprehensive view of individual and collective performance, enabling the school to identify trends and adjust instruction accordingly. By using the tracker, teachers and school leaders can keep track of scholar growth and make data-driven decisions that support both classroom and school-wide goals.

Finally, i-Ready will continue to be utilized across all grades as a key tool for closing learning gaps. Scholars who have not yet tested out of the curriculum will use i-Ready to receive personalized instructional support, ensuring that they are able to meet their growth targets and work toward grade-level proficiency. This consistent use of i-Ready will provide the school with a reliable measure of scholar progress and help ensure that all scholars are receiving the appropriate level of intervention to support their success in mathematics.

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Through these efforts, Intellectus Prep is taking a proactive approach to improving mathematics outcomes and addressing the challenges identified in the data, ensuring that all scholars have the opportunity to succeed.

### MATHEMATICS ACTION PLAN

To maintain consistency in data collection and reporting, Intellectus Prep will implement a structured approach that includes uniform data tracking systems, regular analysis, and ongoing professional development for staff. The school will use a school-wide data tracker that captures academic performance across all grades and subjects, allowing for real-time monitoring of scholar progress. This system will be consistently updated by teachers following assessments, ensuring that data is collected and reported uniformly. Weekly data meetings will provide a platform for teachers and administrators to review the data, discuss trends, and make timely adjustments to instruction. Additionally, staff will receive ongoing training on effective data collection methods to ensure accuracy and consistency in reporting, particularly when utilizing external tools like i-Ready and internal assessments.

To maintain or improve academic performance, Intellectus Prep will implement targeted strategic interventions based on the data results. The focus will be on addressing specific grades, cohorts, and subpopulations that require additional support. For example, 6th-grade performance in mathematics showed lower proficiency rates, indicating a need for enhanced instructional support. To address this, the school will provide more intensive small group instruction during math lessons for 6th graders, targeting foundational skills that need reinforcement. In addition, scholars who show persistent gaps in their learning will receive individualized support plans that include extra tutoring sessions and personalized learning goals.

For 7th and 8th grades, which demonstrated stronger overall performance but still have room for improvement, the school will continue to provide accelerated learning opportunities for those who have demonstrated proficiency while focusing on raising the number of scholars reaching advanced levels (Level 4) on state assessments. This includes offering enrichment opportunities during class time, advanced problem-solving workshops, and ensuring that all scholars receive rigorous, differentiated instruction tailored to their readiness levels.

Subpopulations such as students with disabilities and economically disadvantaged scholars will receive enhanced support through additional interventions. For students with disabilities, the school will offer specialized instructional approaches, including the use of universal design for learning strategies across all subjects, adaptive learning technologies, and differentiated teaching strategies that cater to their individual needs. For economically disadvantaged scholars, the school will ensure access to resources such as after-school tutoring, academic mentorship programs, and technology supports, helping bridge the gap in academic performance.

Additionally, Intellectus Prep will continually review the curriculum to identify opportunities for revision or enhancement based on scholar outcomes. If gaps are identified in particular cohorts, the school will revise its program by integrating more project-based learning and hands-on activities to engage scholars and deepen their understanding of mathematical concepts. These program revisions will be

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accompanied by ongoing professional development for teachers, focused on differentiated instruction, data-driven lesson planning, and effective use of digital tools to support learning.

By maintaining consistency in data collection and implementing these strategic interventions, Intellectus Prep is committed to ensuring that academic performance improves and that all scholars receive the targeted support they need to excel. The school's data-driven approach will enable it to continuously monitor progress and make timely adjustments to instructional practices, resulting in sustained academic growth across all grades and subpopulations.

### GOAL 3: SCIENCE

Scholars will be proficient in Science.

#### BACKGROUND

During the 2023-2024 school year at Intellectus Prep, the science curriculum underwent several key changes. The school initially utilized the OpenSciEd curriculum but found that it did not align well with the needs of the 8th-grade Earth Science Regents coursework. As a result, the school transitioned to using the Perfection Next Earth Science Regents curriculum for 8<sup>th</sup> grade. As all grades are back-filled, scholars currently enter with varying levels of background knowledge in science across all grade levels.

#### ADDITIONAL CONTEXT AND EVIDENCE

Intellectus Prep recognizes several key concerns regarding the 2023-2024 science data, particularly the low pass rate of 6% on the 8th-grade Earth Science Regents exam. This result reflects challenges related to scholar preparedness, varying levels of prior knowledge due to backfilling, and staffing turnover within the science department. One of the primary concerns is that many scholars enter the school below grade level in science, and the backfilling process exacerbates inconsistencies in foundational knowledge. The turnover in science teaching staff further complicated efforts to provide consistent, high-quality instruction aligned with Regents standards. As a result, scholars struggled to master the rigorous content required for the Earth Science Regents.

To mitigate these concerns, Intellectus Prep has implemented several strategic interventions. First, the school has adopted a more rigorous and aligned curriculum, transitioning from OpenSciEd to the Perfection Next Earth Science Regents curriculum. This change ensures that scholars are receiving instruction specifically tailored to the Regents exam's demands. Additionally, the school has expanded targeted interventions, including small-group instruction, science tutoring, and scaffolded lessons designed to fill gaps in foundational knowledge. Scholars who are behind, particularly those in key subpopulations such as English language learners and students with disabilities, are receiving differentiated instruction and additional academic supports.

Furthermore, to improve academic outcomes, Intellectus Prep will supplement its science instruction with co-academic interventions that enhance learning outside the traditional classroom. For example, the newly introduced independent reading block will incorporate science-related texts to build background knowledge and literacy skills specific to science. Weekly data meetings allow the

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instructional team to track scholar progress in real time, adjusting interventions as needed. The school is also committed to providing ongoing professional development for science teachers, particularly in Regents preparation and inquiry-based learning, ensuring that they have the skills and tools necessary to improve scholar outcomes.

Quantitative evidence from additional academic assessments, such as interim exams and lab evaluations, will supplement the data from the Regents exam. These assessments offer more frequent opportunities to measure scholar growth and identify areas for improvement well before the year-end Regents exam. For example, mid-year assessment data from science interim exams will be used to identify specific content areas where scholars are struggling, allowing teachers to tailor their instruction to address these gaps.

In terms of the school's Accountability Plan, Intellectus Prep is aware of the need to meet specific science goals to remain in good standing for renewal. The 8th-grade Earth Science Regents pass rate is a critical metric for this goal. While the current pass rate is low, the school has already begun implementing significant changes to ensure better outcomes in the coming years. These efforts are aligned with the school's commitment to closing academic gaps, improving Regents exam pass rates, and ensuring that all scholars are prepared for future academic success.

By utilizing a data-driven approach, Intellectus Prep will continue to refine its science program to ensure consistency in performance tracking, regardless of changes in instructional modality. Whether through in-person, hybrid, or virtual instruction, the school will employ digital data tracking tools to maintain consistent reporting. Regular assessments, professional development, and targeted interventions for struggling cohorts or subpopulations will remain at the core of Intellectus Prep's strategy to improve science achievement and meet accountability measures.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	Earth Science	16	1	6%

### ACTION PLAN

Intellectus Prep is committed to maintaining consistency in data collection and reporting in the science program, regardless of potential shifts in instructional modality. To ensure that the progress of scholars in science is accurately tracked and reported, the school will continue utilizing its school-wide data trackers and weekly data meetings. These tools allow teachers and administrators to monitor scholar performance in real time, facilitating data-driven decisions that can be adapted for in-person, hybrid, or virtual instruction. Consistency in data collection is crucial for understanding the progress of scholars, particularly those who enter the school with varying levels of science knowledge due to backfilling.

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To improve academic performance in science, Intellectus Prep will implement targeted interventions tailored to specific needs. Scholars who are significantly behind in science, as well as those in key subpopulations such as English language learners and students with disabilities, will receive additional support through small-group instruction, science tutoring, and differentiated assignments. For middle school grades, where gaps in foundational science knowledge are more pronounced, these interventions will include scaffolded instruction designed to build key skills and concepts necessary for success in more advanced science courses, such as the Earth Science Regents in 8th grade.

Additionally, the school will review and revise the science curriculum to ensure alignment with state standards and Regents-level expectations. This includes continuing the use of the Perfection Next Earth Science Regents curriculum for 8th grade, which has already been identified as better aligned with the goals of the Regents exams compared to the previous curriculum. To enhance instructional quality, the school will provide targeted professional development for science teachers, focusing on Regents preparation, hands-on learning and lab practice, and differentiated instruction to meet scholars where they are academically.

Finally, regular assessments, such as interim exams and lab evaluations, will be integrated into the science program to provide more frequent and detailed insights into scholar progress. These assessments will allow teachers to make informed adjustments to their instruction and better support scholars' academic growth in science. By maintaining a rigorous and data-driven approach, Intellectus Prep will ensure that all scholars, regardless of background or modality of instruction, are prepared for academic success in science.

### GOAL 4: ESSA

#### ESSA Measure 1

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

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

#### Accountability Status by Year

Year	Status
2021-22	
2022-23	Local Support & Improvement

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2023-24	Not available
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### ADDITIONAL CONTEXT AND EVIDENCE

For the 2022-2023 school year, IPCS is in good standing with a designation of Local Support & Improvement under the state's ESSA Accountability system. The designation for the 2023-2024 school year has not been published at the time of this report.