

**Our World Neighborhood Charter
School 2**

**2023-24 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Brian Ferguson, CEO

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Ferguson (CEO) and Richard Lee (CAO) 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)
Jeanette Betancourt	Chair	Executive
Melissa Chin	Co-Chair	Executive
Maura Fitzgerald	Secretary	Finance, Executive
Richard Bogle	Trustee	Facilities
Olubunmi Emigli	Trustee	Member
Liz Fernandez	Trustee	Member
Kalimah Ayele	Trustee	Finance

Brian Ferguson, CEO has served as the school leader since 2002.

SCHOOL OVERVIEW

OWN 2 opened in September 2019 with Kindergarten and 1st grades. During the 2023-24 school year it was fully sized with K-5th grades.

OWN Charter Schools firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter School has created a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose. Staff members are required to reflect on what and how they are teaching and how and why their students are performing. The students are also asked and taught to reflect on their learning and to communicate with their peers and teachers on how best to help them maximize their potential.



While our culture arises from our mission, vision, and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities,

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budget, symbols, ceremonies, and rituals that support, reinforce, and perpetuate the culture. OWN Charter School believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem solving
- Builds student and teacher commitment to and identification with the school and their communities
- Energies and motivates students and staff
- Focuses attention and behavior on what is important and valued.

Our Pillars of a Positive Community (“Pillars”) curriculum underpins our school culture and is designed to impart to our students the values of our shared community. Pillars provides a construct by which the school imbues its ethical tenets in all that its stakeholders (administrators, teachers, children, families) do. Pillars draw the school community together by embodying its focus on the social, emotional, and academic development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance, and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the Pillars to ensure that all people feel that they are welcome and meaningful members of our diverse school family. As the school makes progress through its candidacy to become an International Baccalaureate school, it is also integrating and using the ten learner profiles that guide the implementation of the PYP and MYP programs.

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
2021-22	75	53	65	53	37	26	0	0	0	0	0	0	0	309
2022-23	67	76	57	69	58	45	0	0	0	0	0	0	0	372
2023-24	96	69	76	58	70	61	0	0	0	0	0	0	0	430

GOAL 1: ENGLISH LANGUAGE ARTS

All students attending Our World Neighborhood Charter Schools will become proficient readers and writers of the English Language.

BACKGROUND

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ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students’ reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and comprehension. This work along with the amount of reading done is increasing reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze, and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays, and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN also relies heavily on the Engage NY curriculum modules for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, students are also introduced to the joy of reading with authentic literature. OWN Charter Schools students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspectives. From the earliest grades, composition and writing are emphasized through Units of Study of Readers and Writers Workshop. Students learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

ELEMENTARY ENGLISH LANGUAGE ARTS (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 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/IEP	Admin error	Medically excused	Other reason	
3	54	0	6	1	0	0	0	61
4	51	0	13	1	0	0	0	65
5	55	0	3	1	0	0	0	59

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All	160	0	22	3	0	0	0	185
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Performance on 2023-24 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year^[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	54	28	51.9%	46	25	54.4%
4	51	24	47.1%	46	20	43%
5	55	23	41.8%	46	20	43.5%
All	160	75	46.9%	138	65	47.1%

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]

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
160	28%	26%	32%	15%

$$\begin{aligned}
 \text{PI} &= 26 + 32 + 15 = 73 \\
 &= 32 + 15 = 47 \\
 &+ (.5)^* = 8 \\
 &= 15 \\
 \text{PI} &= 128
 \end{aligned}$$

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RESULTS AND EVALUATION

From SUNY-CSI we have the aggregate Performance Index (PI) for 3-5 grades for all students is 120.0 and Measure of Performance Index (MIP) for students 2+ years is 108.9 for 2022-23. From the table above OWN 2's PI was 128. This is above the MIP noted above which is 113.

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.^[3]

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.4%	46	48.6%	1078
4	43.0%	46	54.7%	1283
5	43.5%	46	51.3%	1229
All	47.1%	138	51.5%	3590

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.^[4]

2022-23 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.9	446.0	440.5	0.55
4	77.2	445.0	444.3	0.07
5	68.9	443.0	444.5	-0.16
All	76.6	444.9	442.7	0.22

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.^[5]

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	34.6	50.0
5	45.7	50.0
All	39.6	50.0

ELA INTERNAL EXAM RESULTS

iReady assessments were used three times this year to determine student areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts.

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: iReady.

We have seen great success with 75% of the students passing lessons in ELA and over 100% of students on average meeting progress to annual growth for the 2023-24 school year. As the chart below shows, OWN 2 students have made more than 100% annual growth for the past two years. Students on

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average gained 102% of progress to annual typical growth for the 2023-24 school year. OWN 2 students showed progress with 50% of them meeting annual typical growth in the 2023-24 school year.

OWN 2 Reading	Progress to Annual Growth
2021-22	90%
2022-23	109%
2023-24	102%

SUMMARY OF THE ELA GOAL

The student achievement in English Language Arts shows growth both on the NYS test and iReady Annual Typical Progress is above 100%.

OWN 2 did exceed the MIP of 113 with a PI of 128. For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, students with OWNCS students proficient at 47.1% compared to district students at 51.5%. This is a gain from the 2022-23 school year and OWN 2 is close to the district average. For the Comparative measure of effect size greater than 0.3, students at OWN 2 were at 0.22. This is a gain from the 2022-23 school year and close to comparable school.

In iReady, students performed very well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 102%. Both 3rd and 4th grades exceeded the 100% growth measure with 5th grade close at 92%. For Measure 2- Annual Typical Growth for low achievers, students achieved 118% meaning that on average these students gained nearly 1.2 grades for the year. For Measure 3- Students with Disabilities gained 134% exceeding the standard of 116%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 23%.

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.	No
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.	No

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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
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EVALUATION OF ELA GOAL

Students in their Second Year or more in the school scored higher than the overall group and in 3rd and 5th grades. While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels. Progress to Annual Typical Growth on iReady assessment is above 100% in all grades.

ELA ACTION PLAN

OWN is committed to having all its students develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN has committed to improving the outcomes of its reading and writing programs. That will be accomplished with a robust intervention program that includes an ELA coach, reading specialist, Academic Intervention team and teachers. Students will also engage with the school’s online English language arts program that is aimed at assessing and diagnosing student learning.

GOAL 2: MATHEMATICS

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

THE TEACHING OF MATHEMATICS CARRIES EQUAL WEIGHT TO THE TEACHING OF READING AND WRITING. IN ORDER TO COMPETE IN ALMOST EVERY ASPECT OF LIFE, OWN CHARTER SCHOOL STUDENTS WILL HAVE TO EXHIBIT CONFIDENCE AND PROFICIENCY IN MATHEMATICAL SKILLS. THE COMPETENCIES THAT ARISE FROM MASTERY OF MATHEMATICS—APTITUDE IN PROBLEM-SOLVING; FACILITY WITH NUMBERS; CLEAR COMMUNICATION; LOGIC AND REASONING; ARGUMENT AND PROOF; MENTAL DISCIPLINE; AND STRATEGIC AND ANALYTICAL THINKING—ARE SKILLS THAT DEEPEN ONE’S ABILITY AND EFFECTIVENESS IN AREAS BEYOND THE MATH DISCIPLINE. THESE ARE SKILLS AND UNDERSTANDINGS THAT SUPPORT THE COMMON CORE STANDARDS IN MATHEMATICS. THIS STRONG FOUNDATION WILL ALSO ENABLE OUR STUDENTS TO APPLY MATHEMATICS TO THE REAL-WORLD.

MASTERY OF BASIC SKILLS IN MATHEMATICS IS A PREREQUISITE FOR STUDENTS TO MOVE FORWARD IN MORE ADVANCED TREATMENTS OF THESE SUBJECTS. IN KEEPING WITH THE BELIEF THAT OWN CHARTER SCHOOL MUST OFFER A BALANCED APPROACH TO INSTRUCTION, OWN CHARTER SCHOOL BELIEVES THAT FACILITY WITH BASIC SKILLS, KNOWLEDGE OF STANDARD ALGORITHMS AND MASTERY OF MATHEMATICAL CONCEPTS AND SKILLS WITH THE HELP OF DRILL AND PRACTICE ARE NECESSARY PRECURSORS TO OWN CHARTER SCHOOL’S STUDENTS’ ABILITY TO ENGAGE IN HIGHER ORDER CRITICAL THINKING AND ANALYTICAL SKILLS.

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Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics. In addition to the Go Math curriculum teachers draw heavily from the Engage NY Math modules provided by NYSED.

ELEMENTARY MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	55	0	6	0	0	0	0	0	61
4	50	0	13	1	0	0	0	0	64
5	56	0	3	0	0	0	0	0	59
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
All	161	0	22	1	0	0	0	0	184

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	55	29	52.7%	47	26	55.3%
4	50	22	44.0%	44	21	48%
5	56	20	35.7%	46	19	41.3%
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0

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All	161	71	44.1%	137	66	48.2%
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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
161	26	30	33	11

$$\begin{aligned}
 \text{PI} &= 30 + 33 + 11 = 74 \\
 &\quad\quad\quad 33 + 11 = 44 \\
 &\quad\quad\quad\quad + (.5)*1 = 6 \\
 &\quad\quad\quad\quad\quad\quad 1 \\
 &\quad\quad\quad\quad\quad\quad\quad\quad \text{PI} = 124
 \end{aligned}$$

RESULTS AND EVALUATION

From SUNY-CSI we have the aggregate Performance Index (PI) for 3-5 grades for all students is 112.0 and Measure of Performance Index (MIP) for students 2+ years is 111.3 for the 2022-23 school year.

For 2023-24 the calculation is below and PI is 124 which exceeds the stated MIP measure above of 115.3.

Math Measure 3 - Comparative

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

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METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.3%	47	55.5%	1336
4	48%	44	60.5%	1544
5	41.3%	46	57.6%	1317
All	48.2%	137	57.9%	4197

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.¹

2022-23 Mathematics Comparative Performance by Grade Level

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

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.9	446.0	446.6	-0.04
4	77.2	444.0	447.1	-0.23
5	68.9	438.0	447.4	-0.78
All	76.6	443.3	446.9	-0.30

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.²

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	34.6	50.0
5	45.7	50.0
All	39.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

iReady assessments were used three times a year during this year to determine student areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in Math.

² These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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We have seen great success with 95% of the students passing lessons in Math. As the chart below shows, OWN 2 students nearly or exceeded more than 100% annual growth for the past two years. For the 2023-24 school year, OWN 2 students on average showed progress to annual typical growth of 103% with a gain of 6% from last year.

OWN 2 Math	Progress to Annual Growth
2021-22	86%
2022-23	97%
2023-24	103%

SUMMARY OF THE MATHEMATICS GOAL

The student achievement in Mathematics shows areas of strength and areas for growth both on the NYS test proficiency as well as iReady Annual Typical Progress.

On the NYS tests, students performed very well. For the Absolute measure of proficiency of students in their 2nd year, students at OWN 2 were 48.2% as proficient compared to all students who were 44.1% proficient. For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, OWN 2 students performed slightly below at 48.2% proficient versus the district at 57.9% proficient. For the Comparative measure of effect size greater than 0.3, students at OWN 2 were -0.3.

In iReady, students performed very well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 103% meaning that they gained 1 grade for the year on average. For Measure 2- Annual Typical Growth for low achievers, students achieved 147% meaning that on average these students gained nearly 1.5 grades for the year. For Measure 3- Students with Disabilities gained 85%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 44%.

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.	No
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	No

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

EVALUATION OF THE MATHEMATICS GOAL

Students in their Second Year or more in the school performed better than the overall group in every grade level. While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels. Progress to Annual Typical Growth on iReady assessment is above 100% in all grades.

MATHEMATICS ACTION PLAN

The school will maintain consistency in data collection and reporting by training teachers on administration of NYS and iReady assessments. The school is taking actions for improvement in ELA and Math by reviewing standards from the NYC instructional report and iReady results to modify curriculum to better meet the needs of the students. In particular, data reviews are taking place more consistently at grade levels and schoolwide. Use of iReady follow up lessons are being used to meet individual student areas of weakness. Response to Intervention groups for students that are struggling to meet grade level expectations are increasing as well as the support team in the school.

GOAL 3: SCIENCE

All students attending the Our World Neighborhood Charter School will become proficient in their understanding and use of Science.

BACKGROUND

THE NATIONAL SCIENCE TEACHERS ASSOCIATION SUPPORTS THE NOTION THAT INQUIRY-BASED SCIENCE MUST BE BASIC IN THE CURRICULUM OF EVERY ELEMENTARY AND MIDDLE SCHOOL STUDENT. NUMEROUS REPORTS HAVE HIGHLIGHTED THE IMPORTANCE THAT STUDENTS DEVELOP PROBLEM-SOLVING SKILLS THAT EMPOWER THEM TO PARTICIPATE IN AN INCREASINGLY SCIENTIFIC AND TECHNOLOGICAL WORLD. SCIENCE AND TEACHING STUDENTS ABOUT SCIENCE MEANS MORE THAN SCIENTIFIC KNOWLEDGE. THERE ARE THREE IMPORTANT ASPECTS OF SCIENCE. THE FIRST OF THESE IS THE CONTENT OF SCIENCE, THE BASIC CONCEPTS, AND OUR SCIENTIFIC KNOWLEDGE. THE SECOND IS THE PROCESSES OF DOING SCIENCE, AND THE THIRD IS SCIENTIFIC WAYS OF THINKING. OWN CHARTER SCHOOL'S SCIENCE PROGRAM IS BASED UPON THESE PRINCIPLES. OUR STUDENTS WILL EXPLORE LIFE SCIENCE, PHYSICAL SCIENCE, EARTH SCIENCE AND THE HUMAN BODY.

OWN CHARTER SCHOOL'S SCIENCE CURRICULUM PROVIDES STUDENTS WITH THE ESSENTIAL SKILLS AND KNOWLEDGE THAT THEY WILL NEED TO UNDERTAKE ADVANCED SCIENCE COURSEWORK IN HIGH SCHOOL, AND BEYOND. OWN CHARTER SCHOOL'S CURRICULUM ALLOWS STUDENTS TO BUILD CONNECTIONS THAT LINK SCIENCE TO TECHNOLOGY AND SOCIETAL IMPACTS. SCIENCE, TECHNOLOGY AND SOCIETAL ISSUES ARE STRONGLY CONNECTED TO COMMUNITY HEALTH, POPULATION, NATURAL

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RESOURCES, ENVIRONMENTAL QUALITY, NATURAL AND HUMAN-INDUCED HAZARDS, AND OTHER GLOBAL CHALLENGES.

IN THE ELEMENTARY GRADES OWN CHARTER SCHOOL'S SCIENCE CURRICULUM IS DELIVERED THROUGH A COMBINATION OF FOSS KITS, DELTA SCIENCE MODULES AND OWN CHARTER SCHOOL DEVELOPED CURRICULUM. THE FOSS PROGRAM IS ALIGNED WITH THE NATIONAL SCIENCE EDUCATION STANDARDS, NEXT GENERATION SCIENCE STANDARDS AND TO NEW YORK STATE SCIENCE STANDARDS. IT IS ALSO ALIGNED WITH THE SCHOOL'S WORKSHOP MODEL OF INSTRUCTION AS THE PEDAGOGIES UTILIZED IN THE FOSS PROGRAM INCLUDE INQUIRY, HANDS-ON ACTIVE LEARNING, MULTI-SENSORY METHODS, STUDENT TO STUDENT INTERACTION AND DISCOURSE AND REFLECTIVE THINKING. DELTA SCIENCE MODULES PROVIDE TEACHERS WITH ADDITIONAL RESOURCES TO EXPAND STUDENT EXPLORATION BY TAILORING THE SCIENCE PROGRAM TO MEET STUDENTS' NEEDS AS WELL AS THE CURRICULAR STANDARDS. THE MODULES ARE USED IN CONJUNCTION WITH THE FOSS PROGRAM KITS AND THE OWN CHARTER SCHOOL DEVELOPED CURRICULUM.

FINALLY, LEVELED LIBRARY BOOKS ROUND OUT THE INSTRUCTIONAL MATERIALS FOR SCIENCE. EACH CLASSROOM HAS A SCIENCE LIBRARY. SINCE LANGUAGE DEVELOPMENT AND LITERACY ARE INFUSED AS AN ESSENTIAL ELEMENT OF ALL CORE SUBJECT INSTRUCTION, SCIENCE INSTRUCTION ALSO INCORPORATES TOPIC-APPROPRIATE LEVELED READERS THAT ARE READ TO OR READ BY STUDENTS. JOURNALING AGAIN IS AN IMPORTANT PART OF SCIENCE. STUDENTS KEEP SCIENCE JOURNALS IN WHICH THEY DOCUMENT EXPERIMENTS, RECORD OBSERVATIONS, KEEP RECORDS, DESCRIBE PROCESSES AND ACTIVITIES, TAKE NOTES FROM TEXTS, ORAL PRESENTATIONS, MEDIA AND INTERVIEWS. LEVELED READERS AND JOURNALING SERVE TO NOT ONLY REINFORCE SCIENCE CONCEPTS, BUT PROVIDE ADDITIONAL OPPORTUNITIES FOR STUDENTS TO FOCUS ON THEIR LISTENING, SPEAKING, READING AND WRITING SKILLS.

ELEMENTARY SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th 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	48	11	22.9%
All	48	11	22.9%

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	48	11	22.9%			
All	48	11	22.9%	n/a	n/a	n/a

The data for all district students is not available and therefore we cannot fill in this portion of the chart.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

OWN will continue to work with its elementary level teachers to ensure the success of grade 5 students on the NYS Science exam. As NYS and the nation begin the process of reviewing science education in the K-12 realm, OWN began the process several years ago to change and enhance its curriculum. The science instructional coach has begun to review how OWN 2 will transition its current assessment protocols, and instructional techniques to improve science knowledge and performance.

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.	n/a
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

While OWN 2 did not meet the absolute measure of our goal, we are continuing to make strides in our science department. The data for all district students is not available and therefore we cannot fill in this portion of the chart. We did a review of our science curriculum last year, and we have made adjustments to our programs as well as our scope and sequence. OWN 2 is also working with the elementary grade level teachers in making adjustments to their curriculum to better prepare students for the rigors of middle school science. The science

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team continues to meet on a weekly basis to discuss best practices and address any areas of concern teachers have.

ACTION PLAN

The school began the process of adjusting its curriculum to the future demands of testing. It believes that it has a strong plan and will implement the shifts in topics to better prepare students in grade 5 for the new science exams.

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.

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

OWN 2 was in good standing and/or Local Support and Improvement for the past three years.

APPENDIX A: DATA REPORTING TABLES

I-READY

2023-24 i-Ready ELA Assessment End of Year Results ⁶¹					
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%	180	118%	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%	77	145%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	116% ⁴	24	134%	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%	152	23%	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 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

⁴ 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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3	30%	60	37%	49
4	21%	63	23%	56
5	11%	57	9%	47
All	21%	180	23%	152

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

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	135%	61
4	113%	65
5	92%	59
All	118%	185

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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	185	104%	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%	85	111%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	105% ⁶	24	99%	No

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

⁶ 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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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%	152	18%	No
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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	27%	59	29%	48
4	17%	64	18%	55
5	17%	59	18%	49
All	20%	182	22%	152

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	104	61
4	98	65
5	106	59
All	104	185