



**PERSISTENCE PREPARATORY  
ACADEMY CHARTER SCHOOL**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Joelle Formato, Head of School, 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)
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**Joelle Formato has served as the Head of School since September 1, 2017.**

## SCHOOL OVERVIEW

*Through rigorous academics, high-quality instruction and leadership development, **Persistence Preparatory Academy Charter School** ensures that all K through 8 scholars are firmly on the path to succeed within a four-year college and create positive change within their communities.*

Persistence Preparatory Academy Charter School (Persistence Prep) completed its sixth year of operation in the 2023-2024 school year, serving 379 scholars in grades K-6. Persistence Prep was born out of the Building Excellent Schools Fellowship. Our Founder and Head of School, Joelle Formato, was a 2016-2017 BES Fellow, and had the opportunity to observe best practices from over 50 high-performing charter schools across the country.

Our mission, shown above, is grounded in our five core beliefs:

### ***1. We believe that high-quality teaching is the key driver of academic achievement.***

Persistence Prep fundamentally believes that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. We consider a strong teacher to be the number one factor in ensuring scholar achievement. To guarantee a strong teacher in every classroom, Persistence Prep focuses extensive time and resources into the recruitment, development, and retention of strong teachers. Each year, we have dedicated significant financial resources to professional development opportunities and continue to prioritize teacher observation, feedback and coaching as a main priority of our instructional leadership team. Our entire instructional leadership team has participated in the RELAY Graduate School of Education's Summer Leadership intensive, as well as four additional teacher leaders who maintain a smaller coaching load. We believe in the power of retaining strong staff and still have 9 of 14 founding members on staff (64%) and have 95% staff retention for those offered contracts from 2023-2024 to 2024-2025.

### ***2. We believe that college preparation begins in Kindergarten.***

To ensure our scholars can reach ambitious goals and be firmly on the path to the four-year college of their choice, we believe that college preparation must begin on the first day of Kindergarten. This belief is embodied in our rigorous curriculum and extended day schedule. We know that our scholars can perform at extremely high levels when surrounded by teachers who believe in them, support them, and are experts in their craft.

### ***3. We believe that a structured, supportive, and joyful school culture, with a focus on leadership development, is foundational.***

Persistence Prep firmly believes that school culture is the foundation upon which all else rests. Scholars thrive in structure and can flourish within a consistent environment in which they know what to expect and what is expected of them. We use the Responsive Classroom philosophy to

guide our interactions with scholars, from developing a classroom contract to learning self-regulation and advocacy to providing logical consequences and a chance to restore the community following a misbehavior. Post-Covid, we also began implementing the Fly Five SEL curriculum, also out of the Center for Responsive Schools. We work hard to attend to both the academic and social emotional development of our scholars and take every opportunity to celebrate them as unique individuals.

*4. We believe in proactive supports for all learners based upon the purposeful use of assessment and data analysis.*

In order to best educate our scholars, it is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered. Our Instructional Coaches work closely with our teachers to ensure they are regularly collecting and analyzing data to inform their instruction. Our benchmark assessments are analyzed at schoolwide data days and teachers develop action plans to address gaps, enrich scholars and reflect on their own teaching practices. In the 2022-2023 school year we began implementing quarterly interim assessments in ELA and Math to further assess the impact of our instructional program and support scholar growth, and have refined those interim assessments over the past two years. We have a strong literacy RtI program and were able to better focus our Math RtI program in the 2023-2024 school year with the purchase and implementation of AimsWeb. Beginning in the 2024-2025 school year, teachers will engage in weekly scholar work analysis meetings between unit and interim assessments to better understand the trajectory of student mastery and make instruction even more responsive to demonstrated scholar needs.

*5. We believe that family engagement is vital to scholar achievement.*

Persistence Prep acknowledges and welcomes families as key partners in ensuring the academic and character growth of every scholar. Over our first five years, we have built very strong relationships with our families through monthly events, achievement family conferences, check-ins throughout COVID, coffee chats, parent volunteer nights, and regular communication. Now that we are beyond the height of COVID, we will officially launch our Parent Teacher Organization and begin to leverage families as volunteers throughout our building and at events. Additionally, in the Spring of 2024, we held a Critical Friends Visit through the New York Charter Association focused on how to better engage parents in the academic program of our school. This visit led to the creation of a Family Academic Engagement Committee consisting of six staff members. This committee was able to dig deeper into our current challenges and opportunities and develop a strategic plan for greater engagement in the 24-25 school year.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2023-2024 we educated 379 scholars, who came to us from all across the City of Buffalo. The demographics of our student population were 90% African American, 3% Hispanic, 6% Multiracial, and 1% white. 94% of our scholars are economically disadvantaged and 11% of them receive Special Education services. We also filled open seats throughout the year across all grade levels.

In recognition of the unfinished learning that continues to persist as a result of the COVID-19 pandemic, we continued our implementation of just-in-time supports and learning acceleration in the 23-24 school year. Our rallying cry for the year was “Just Do It,” with a focus on accelerating learning, closing foundational gaps, and maximizing all scholars’ access to high-quality, grade level instruction and assignments.

Continuing from our previous year, all K-4 scholars continued participating in a daily acceleration block. Beginning in 5<sup>th</sup> grade, middle school scholars had both a daily WIN-Rs (What I Need in Reading) and Math Lab block. During this time, ALL teachers and available staff members became an acceleration teacher and led groups focused on exactly what scholars needed (i.e., just-in-time support, enrichment, etc.). Scholars were able to move fluidly across classrooms/grade levels within their band based on their demonstrated needs. Based on DIBELS assessment data, many scholars also received the mClass intervention bursts previously mentioned during this time or targeted math interventions based on AIMS Web data. Additionally, teachers incorporated I-READY Instruction which offered prerequisite, grade-level, and stretch lessons that could be assigned independently or as teacher -led small group during this block. When not directly working with a teacher, scholars were engaged in purposeful independent work. This independent work included, but was not limited to: Lexia, Zearn, independent reading, partner reading, targeted skills practice (with feedback mechanism incorporated). With our goal of prioritizing access to grade level content and materials, this time is explicitly leveraged to provide “just-in-time” interventions that will allow scholars to access their core content and/or be enriched. This block will continue in the year ahead with an even greater emphasis on fluid movement across classrooms and grade levels to best meet scholar needs.

In the absence of longitudinal state test scores, and given that more than half of our scholars are in grades K-2, we have leveraged the DIBELS and NWEA MAP assessments, as well as internal interim assessments, more heavily since our return from COVID to assess the effectiveness of our instructional program. The addition of the use of DIBELS and its corresponding mClass Intervention instruction and progress monitoring allowed us to pinpoint specific scholar gaps and provided staff with targeted lesson plans to quickly close them. While we were able to see strong growth in our scholars, we recognize that the process of guiding scholars through the unfinished learning of COVID will be a multi-year process.

We also recognized that a return from COVID-19 would likely increase the social-emotional needs of our scholars. To most immediately address these needs, we purchased the Fly Five SEL curriculum through the Center for Responsive Schools. This curriculum, focused on the CARES competencies of cooperation, assertiveness, responsibility, empathy, and self-control, was taught by our school counselors across all classrooms K-6 and will continue to be used in future years.

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The 23-24 school year also saw the official launch of the Persistence Prep Middle School, consisting of scholars in grades 5 & 6. Ms. Jasmine Mungo, our Founding Director of Special Education, assumed the role of Middle School Principal and spent the year laying a strong cultural and academic foundation for our middle school scholars. Most notably, scholars participated in a Coating Ceremony where they received PPA blazers and heard from various community leaders. Scholars then wore these blazers each Monday for a Middle School Collective Conference centered around leadership, goal setting, etc. Middle School scholars also learned about various high school, college and career pathways and declared a major. This initiative seeks to ensure our scholars are exposed to a wider range of future pathways, as well as set them up to be competitive for various high school placement options within our city. As our middle school continues to expand, we will grow this majors program and leverage community partnerships and leaders to work with our scholars in their various major tracks.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	51	50	56	54	55									266
2022-23	54	53	50	54	55	56								322
2023-24	49	55	51	52	55	57	57							376

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English Language Arts.

### BACKGROUND

Persistence Prep firmly believes that a strong K-3 literacy foundation is a fundamental civil right, and has worked tirelessly over the last six years to overhaul our ELA instruction and ensure its alignment with the Science of Reading research and culturally responsive practices. In alignment with the Science of Reading research, we continued our daily foundations block in all grade levels (CKLA Skills curriculum) and our implementation of the Insight Humanities curriculum, developed by the Lavinia Group. We continued our implementation of the Lavinia Group's Close Reading for Meaning curriculum in grades 3-5 which gave scholars daily opportunities to engage deeply with fiction, non-fiction and poetry texts, and strengthen their ability to determine main idea and deepen their comprehension abilities. Our Sixth Graders engaged in Insight Middle, an extension of Insight Humanities that included both novel studies as well as close reading.

We continued with our administration of the DIBELS assessment and its associated mClass intervention program. The DIBELS assessment was administered to all scholars three times throughout the year (September, December and June) through the mClass Amplify platform. This platform made data immediately available and digestible to staff and leaders, and allowed us to quickly create intervention groups based on demonstrated scholar areas of growth. The mClass intervention program created 10-day bursts of lesson plans that directly targeted these areas of need. Teachers (both classroom and interventionists) were able to implement these bursts and progress monitor scholars between rounds of assessment. Data from the DIBELS assessment is included below as an additional data point. We also continued our use of the NWEA MAP assessment in Language Arts. We also administered quarterly interim assessments in grades 2-5 to provide more detailed and regular feedback about the effectiveness of our ELA instruction.

Our ELA instruction was heavily supported by our internal instructional coaches, as well as our partnership with the Lavinia Group. We developed three teacher leaders this year who served as ELA coaches for one teacher each. We also onboarded an additional ELA coach in January 2024 to increase support in 4<sup>th</sup> and 5<sup>th</sup> grade ELA. We once again contracted for consulting with the Lavinia Group, and had a consultant on site for 22 days of support, as well as continued virtual work and online PD institutes. K-4 staff also participated in the first year of LETRS training, completing three days of on site PD.

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## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	50	0	2	1	0	0	0	52
4	54	1	1	0	0	0	0	56
5	53	1	1	1	0	0	0	55
6	53	0	3	1	0	0	0	56
7								
8								
All	210	2	7	2	0	0	0	219

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	50	20	40%	46	18	39%
4	54	19	35%	48	18	38%
5	53	15	28%	44	12	27%
6	53	19	36%	48	17	35%
7						
8						
All	210	73	35%	186	65	35%

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## 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
	32%	33%	29%	6%

$$PI = 33 + 58 + 15 = 106$$

## RESULTS AND EVALUATION

While we did fall short of the overall MIP goal of 113, given the demographics of our student population, we are extremely close to meeting our goal. 94% of our scholars are economically disadvantaged, and we exceeded the MIP for this subgroup (104.5). Additionally, 90% of our scholars are Black and we fell one point shy of the goal MIP of 107.1. Given the positive trajectory of our ELA program overall and a revamped curriculum from the Lavinia Group in the 24-25 school year, we feel confident that we will meet/exceed this goal in future years. Over the past two years, we have been able to dramatically decrease the percentage of scholars scoring at a Level 1. Most notably, 72% of our rising 7<sup>th</sup> graders scored a Level 1 in 2021-2022, compared to just 34% in 2023-2024 (a reduction of 38%). For the past two years, 4<sup>th</sup> grade has been our point of stagnation in terms of state test growth, largely due to staffing challenges. The Instructional Coach onboarded in January worked specifically with this grade level and will continue to do so in the 24-25 school year. Growth data for each cohort is included below to show the positive trends for each cohort of scholars over the past three years.

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## DATA BY COHORT: ELA

### RISING 4TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
23-24	34%	26%	30%	10%

### RISING 5TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
22-23	37%	29%	25%	8%
23-24	37%	28%	28%	7%

### RISING 6TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
21-22	43%	45%	12%	0%
22-23	41%	39%	20%	0%
23-24	25%	47%	28%	0%

### RISING 7TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
21-22	72%	24%	4%	0%
22-23	42%	38%	15%	6%
23-24	34%	30%	30%	6%

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## 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  
 \*District Data is from 2022-2023 as public data is not yet available

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
3	39%	46	27%	1,898
4	38%	48	26%	1,940
5	27%	44	23%	1,850
6	35%	48	27%	1,745
7			26%	1,894
8			31%	1,932
All	35%	186	27%	11,259

## 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.

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.2	439.0	439.6	-0.06
4	90.9	434.0	441.3	-0.73
5	92.9	435.0	439.6	-0.49
6				
7				
8				
All	89.7	436.0	440.1	-0.42

### 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.

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	55.2	50.0
5	57.2	50.0
6		50.0
7		50.0
8		50.0
All	56.2	50.0

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## ELA INTERNAL EXAM RESULTS

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: **NWEA MAP**

## NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	204	62	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	177	58	Yes
Measure 3: Each year, the median growth percentile 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 growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	58	19	81	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	266	25.0%	No

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End of Year Performance on 2023-24 NWEA MAP 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 Proficient	Number Tested	Percent Proficient	Number Tested
2	35%	49	38%	40
3	33%	52	33%	46
4	20%	55	20%	51
5	9%	55	7%	46
6	29%	55	33%	49
7				
8				
All	25%	266	25%	232

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

Grades	Median Growth Percentile	Number Tested
3	76	48
4	48	53
5	60	54
6	59	55
7		
8		
All	61	210

## DIBELS ASSESSMENT

As previously mentioned, we also administered the DIBELS assessment in the 2023-2024 school year. The percent of scholars who were at benchmark or above are shown below for both BOY and EOY to demonstrate the growth achieved over the course of the year.

% OF SCHOLARS AT BENCHMARK OR ABOVE							
	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
BOY	27%	57%	38%	54%	55%	46%	39%
EOY	69%	64%	65%	58%	57%	55%	67%

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## SUMMARY OF THE ELA GOAL

Persistence Prep recognizes that, while we were able to see a 10% increase in proficiency (27% increase over the past two years), we have significant work to do in increasing overall ELA proficiency as measured by the NYS ELA State Assessment, especially in writing and overall assessment stamina. We are encouraged by our growth this year, and especially by the number of scholars we were able to move from a level 1 to a level 2. We feel confident that our positive momentum will continue to be built upon this year and that our absolute ELA performance will continue to rise.

Over our first six years of operation, we have made significant shifts in our ELA program and curricular materials that are positively impacting scholars beginning in Kindergarten. We anticipate a much stronger pipeline of scholars matriculating through our school in future years and are using these high-quality instructional materials to close gaps for our scholars in upper grades. We will continue to leverage our acceleration block to close gaps and ensure scholars have the just-in-time supports to access grade level content. We also anticipate that our continued implementation of the Close Reading curriculum in grades 3-6 will continue to have a significant impact on ELA proficiency.

We did see our lowest proficiency in Grade 5, our first cohort to engage in Computer-Based Testing. We recognize that more time and effort will need to be devoted to supporting our scholars through this transition as all 4th-7th graders will engage in CBT in Spring 2025. More information on our planned actions is included in the Action Plan section below.

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.	Not Met
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.	Not Met (did meet for subgroups)
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.	Met
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.	Not Met (anticipate goal will be met once data is updated)
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.	Met

## EVALUATION OF ELA GOAL

As a school that only just completed its sixth year of operation, this was only our third year that scholars sat the full state assessment in ELA. Given the tumultuous learning environment over the past three years, and the unfinished learning created by COVID-19, our scholars were far from meeting our ELA proficiency goals. The scholars in 5<sup>th</sup> and 6<sup>th</sup> grade, specifically, are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth across the school. Most notably, our 6<sup>th</sup> grade cohort

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of scholars went from 72% of scholars receiving a Level 1 on the state assessment in 2021-2022, to just 34% of scholars receiving a Level 1 in 2023-2024. The continued growth of our academic program is also evident in our 3<sup>rd</sup> grade test scores, with 40% of scholars proficient and another 26% of scholars testing at a level 2- just a few points shy of proficiency.

We are even more encouraged by the NWEA MAP and DIBELS data we are seeing in grades K-2. Across all grades, we have seen dramatic growth in DIBELS and NWEA MAP, with our school scoring above the 90<sup>th</sup> percentile for growth in all grade levels. With median conditional growth well above 55 for the majority of our scholars, we feel confident that our shifts and changes are helping close the wide academic gaps that exist. While we are encouraged by the 10% increase in overall proficiency, we are still far from pleased with our absolute results on the state assessment this year, but remain confident in the shifts we are making in our academic program. With strong teacher retention, continued implementation of all high-quality curricular materials, and an increased emphasis on student work analysis, we expect to see a significant increase in scores in the year ahead.

### ELA ACTION PLAN

Based on the strong growth we are observing on the NWEA MAP assessment, improved DIBELS results, and a 10% increase in ELA State Test proficiency, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to absolute grade level proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead. We continue to implement the DIBELS assessment three times per year, as well as the progress monitoring between rounds, to measure the impact of our ELA instruction and interventions. We have also developed standards-aligned interim assessments that mirror the structure of the state assessment that will be administered three times per year. We will utilize this data to make informed decisions about our instructional program and making shifts as needed. In the 24-25 school year, we will also implement weekly scholar work analysis meetings that will help us build teacher capacity to analyze data more frequently between assessments and ensure instruction is as responsive as possible. We also increased the number of our ELA instructional coaches to ensure greater capacity and ability to support teachers more comprehensively. This increased capacity will allow for more modeling and co-teaching, especially in 4<sup>th</sup> grade to build teacher capacity more quickly and efficiently.

We will continue to work with the Lavinia Group this year, and will implement their revised and improved RedThread Knowledge curriculum in grades K-7 and RedThread Foundations curriculum in grades 2-5. While the core tenants of the curriculum remain the same, the revamped format allows for more teacher friendly lessons, increased vocabulary and morphology instruction, and explicit writing instruction. We have budgeted for 30 days of on-site & virtual support for the 2024-2025 school year, with this support also focusing on state assessment preparation. This year, we purchased iReady books and the teacher toolkit submission for all grade levels to ensure strong, evidence-based lessons and materials for supplemental and small group instruction. In preparation for computer-based testing in Grades 4-7, we have purchased devices for all middle school scholars to consistently use in class. Scholars will interact with practice tests weekly to learn the platform, and we have purchased the ThinkTech platform for additional practice opportunities to prepare our scholars for the upcoming demands of CBT. Scholars will take weekly and interim assessments on ThinkTech to better aid in the transition of pencil/paper skills to the computer.

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In grades K-2, we are continuing our implementation of the CKLA Skills curriculum to support our daily Foundations block, and are also supplementing with daily Heggerty lessons to improve phonological awareness for our scholars. The CKLA curriculum is fully aligned to the Science of Reading research and the DIBELS assessment. All elementary teachers are continuing their participation in LETRS training which began in August 2023. We believe that continued implementation will strengthen Tier 1 instruction and develop our younger scholars into more proficient and fluent readers. Additionally, we have partnered with Ignite Reading to provide one-on-one, daily, virtual tutoring to a select group of scholars. We piloted this program in Spring 2024 to 25 scholars and saw dramatic increases in reading accuracy and fluency. We will expand this program to 40 seats in Fall 2024, targeting both 2<sup>nd</sup> & 3<sup>rd</sup> graders with demonstrated decoding gaps, as well as a tool for upper grade intervention for scholars still struggling to read fluently.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 2: MATHEMATICS

Students will be proficient in Mathematics.

### BACKGROUND

We continued to utilize the EngageNY curriculum in SY 23-24 to ensure greater vertical alignment in our Math instruction. We continued building upon the TNTP Good to Great training from SY22-23 and continued building teacher capacity around implementation of the Five Practices protocol for word problems and increased student discourse in math classrooms. In addition to the core Math block, all scholars in grades K-4 also participated in daily fluency and CGI (Cognitively Guided Instruction) and scholars in grades 5-6 had a daily Math Lab.

The 23-24 school year was our first year utilizing AIMS Web for math benchmarking and progress monitoring. We employed 3 math interventionists who utilized the Bridges Math curriculum and iReady Teacher Toolkit to close demonstrated scholar gaps with Tier 2 and 3 scholars. All scholars had access to Zearn for additional practice and support throughout the year.

## 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.

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	51	0	1	1	0	0	0	0	52
4	54	1	1	0	0	0	0	0	56
5	53	0	2	1	0	0	0	0	55
6	50	2	4	1	0	0	0	0	56
7									
8									
All	208	3	8	3	0	0	0	0	219

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	51	30	59%	44	25	57%
4	54	36	67%	48	35	73%
5	53	13	25%	44	11	25%
6	50	33	66%	46	31	67%
7						
8						
All	208	112	54%	182	102	56%

## 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
	15%	31%	44%	10%

$$PI = 31\% + 88\% + 25\% = 144$$

$$PI = 144$$

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Given our substantial growth in Math proficiency this year, we exceeded the MIP goal of 115.3 by almost 30. 90% of our student population is Black, a sub-group whose MIP goal was 97.8 for SY 2023-2024. The MIP goal for Economically Disadvantaged was also only 103.2, with 94% of our student population in this subgroup.

Given our data, we far exceeded this goal and continue to shrink the number of scholars testing at a Level 1 in Mathematics. The growth by cohort over the past three years is included for additional evidence. Our most notable growth can be seen with our Rising 7<sup>th</sup> Graders. In just two years this cohort went from 68% testing at Level 1 to just 4%.

### DATA BY COHORT: MATH

#### RISING 4TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
23-24	8%	33%	43%	16%

#### RISING 5TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
22-23	24%	43%	27%	6%
23-24	17%	17%	50%	17%

#### RISING 6TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
21-22	60%	29%	12%	0%
22-23	42%	42%	15%	0%
23-24	32%	43%	25%	0%

#### RISING 7TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
21-22	68%	23%	6%	4%
22-23	43%	36%	19%	0%
23-24	4%	30%	58%	8%

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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  
\*District Data is from 2022-2023 as public data is not yet available

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
3	57%	44	24%	1,927
4	73%	48	23%	1,979
5	25%	44	19%	1,850
6	67%	46	25%	1,720
7			23%	1,859
8			13%	1,631
All	56%	182	23%	11,218

## 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.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.2%	442.0	445.4	-0.25
4	90.9%	434.0	442.8	-0.62
5	92.9%	435.0	439.8	-0.38
6				
7				
8				
All	89.7	437.0	439.8	-0.38

### 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.

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	41.8	50.0
5	46.0	50.0
6		50.0
7		50.0
8		50.0
All	43.9	50.0

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## MATHEMATICS INTERNAL EXAM RESULTS

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: **NWEA MAP**

### NWEA

#### 2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Results	Tested	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	68	204	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	65.5	184	Yes
Measure 3: Each year, the median growth percentile 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 growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	65.5	71	19	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	29%	231	No

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## End of Year Performance on 2023-24 NWEA MAP 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 Proficient	Number Tested	Percent Proficient	Number Tested
2	53%	49	60%	42
3	40%	52	43%	46
4	23%	53	23%	49
5	6%	54	7%	45
6	15%	54	14%	49
7				
8				
All	26%	262	29%	231

## End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	71	48
4	66	50
5	58	53
6	77	53
7		
8		
All	68	204

### SUMMARY OF THE MATHEMATICS GOAL

While we fell short of our absolute goal of 75%, we are extremely proud of the Mathematics growth achieved by our school this year. We had a 31% increase in proficiency, and continued to shrink the number of scholars testing at a Level 1. With district data not yet publicly available, we are unable to see how our scores compare to the Buffalo City School District and other local charter schools, but feel proud of the forward progress demonstrated by our scholars. With the exception of 5<sup>th</sup> grade, we outperformed New York State proficiency levels in all grades. We will continue to build upon this positive momentum and work diligently to close gaps for our older scholars through acceleration block and daily Math lab, as well as RtI. More information on our plan for 2024-2025 is included in the action plan section below.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not Met
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.	Met
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.	Met
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.	Not Met (anticipate goal will be met once data is updated)
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.	Not Met (anticipate goal will be met once data is updated)

### EVALUATION OF THE MATHEMATICS GOAL

As a school that only just completed its sixth year of operation, this was only the third year that scholars sat the full state assessment in Mathematics. Given the tumultuous learning environment over the past four years, and the unfinished learning created by COVID-19, our scholars have not yet met our Math proficiency goal of 75%, but have made substantial progress. Proficiency grew from 22% to 53% this year, giving us confidence that our shifts in curriculum and instructional practices are working. We also continued to see a reduction of students testing at a Level 1 in Mathematics. Most notably, only 4% of our sixth graders tested at a Level 1 as compared to 68% of that same cohort just two years ago. We did have our lowest proficiency in 5<sup>th</sup> grade and recognize the need for increased effort in supporting our scholars to master computer-based testing.

We also continued to be encouraged by our NWEA Math MAP data, with our school scoring above the 90<sup>th</sup> percentile for growth. The overwhelming majority of our scholars had median conditional growth percentiles well over the goal of 55, with a median of 66.5 for grades 3-6. We also saw tremendous growth from our scholars with special needs this year, with a median conditional growth of 71 for this sub-group. This data is evidence that our instructional program and shifts are working and that we must stay the course to recover all learning lost during the COVID-19 pandemic. With strong teacher retention, continued implementation of all high-quality curricular materials, and an increased emphasis on student work analysis, we expect to see a significant increase in scores in the year ahead.

### MATHEMATICS ACTION PLAN

Stronger math instruction where the heavy cognitive load is on scholars was the major focus area of 2022- 2023 for our school, and we were able to continue building upon this training in the 2023-2024 school year. Our math instructional coaches worked diligently to improve teacher capacity in implementing the Five Practices and increasing scholar discussion in math classrooms. We also implemented the use of AIMS Web for the first time which allowed for classroom teachers and interventionists to have more accurate data on scholar gaps to better meet their needs within instruction.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In terms of curriculum, we are transitioning to the use of Eureka Math<sup>2</sup> in all grade levels. We have also written high-quality, standards-aligned interim assessments in grades K-7 that will be administered and analyzed four times throughout the year. This analysis will provide us with more consistent data to inform our instruction and make shifts as necessary.

To address the needs of our growing school, we hired another full-time Math Interventionist who will specifically work with scholars in grades 6-7. To bolster our math intervention and allow for more consistent progress monitoring, we will continue to use the AIMSWeb assessment suite. This platform allows for more targeted data and the development of individualized intervention plans for each scholar. Our interventionists will continue to use the Bridges curriculum with Tier 3 scholars, and also have access to iReady lessons and materials for Tier 2 scholars. In our middle school (grades 4-7) we have also implemented a daily Math Lab into the school schedule to allow dedicated time for small group instruction and support. Grades K-3 are continuing with daily acceleration focused on both Math and ELA.

Based on the strong growth we are observing on the NWEA MAP assessment and state assessment, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 3: SCIENCE

Scholars will be proficient in Science.

### BACKGROUND

As Persistence Prep continues to grow and expand, Science has become a greater focus area for our school. In the 2023-2024 school year, all 3<sup>rd</sup>-6<sup>th</sup> grade scholars moved to a daily Science block with two dedicated Science teachers, while K-2 scholars continued to receive Science instruction in their homerooms three times per week. All grade levels utilize the Amplify Science curriculum.

This was the first year of the 5<sup>th</sup> grade Science assessment and our scholars first year of computer-based testing. Now, with a year under our belt, we feel more confident in the structure of the test, content covered, and ability to support our scholars with the testing platform, and feel confident in future growth in proficiency.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> 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 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	44	4	9%
8			
All	44	4	9%

### Science Measure 2 - Comparative

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

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	44	4	9%			
8						
All	44	4	9%			

There is no comparative data available from the district for the 5<sup>th</sup> grade Science assessment since the assessment was not given in previous years.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	Not met
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

### EVALUATION OF THE SCIENCE GOAL

As illustrated in the table above, we are far from meeting our Science goal of 75% proficiency. As a younger school, Science was not our main focus as we worked first to strengthen and solidify our ELA and Mathematics programs. Now that we have a strong foundation, more effort is being given to the structure of our Science program (see Action Plan below). With this being the first year of administration of the new 5<sup>th</sup> grade assessment, as well as our scholars' first year of Computer-Based testing, we now have a better understanding of the demands of the assessment and can better develop our action to plan to support our scholars in achieving mastery.

### ACTION PLAN

As we have grown as a school, we have been able to develop a more comprehensive K-7 Science program. All grade levels will continue to implement Amplify Science. In grades K-3, Science is taught daily by classroom teachers. In grades 4-7, we have employed two full-time Science teachers, a Science Teaching Assistant with extensive content knowledge, and an Instructional Coach with extensive experience and content knowledge. In grades 4-7, Science is a daily stand-alone block for scholars to engage deeply in the content.

As a school, we have purchased the Think Tech software, and scholars will more regularly engage with Computer-Based Testing to build their skill level and familiarity. We are also in the process of creating

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Science interim assessments that reflect the demands of the new assessment. These more frequent checkpoints will allow us to reflect on data at more regular intervals and ensure instruction is more responsive.

## 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	Good Standing
2022-23	Comprehensive Support and Improvement
2023-24	Local Support and Improvement

## ADDITIONAL CONTEXT AND EVIDENCE

With our intentional focus on our academic program and ability to post consistent strong growth scores on all assessments, we were able to move out of a status of Comprehensive Support and Improvement in just one academic year. With fidelity, we have implemented evidence-based curriculum, retained strong talent, and improved the overall academic culture of our school. Our school culture is one of continuous reflection and improvement, and we will continue to work on implementing best practices and the systems and routines that allow for the most effective teaching for our scholars. We feel confident in our continued growth and improvement and believe we will be able to maintain our status of Local Support and Improvement for the remainder of our charter term and beyond.