



**New Visions
AIM Charter High School II**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2023-24 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School II:

- Damaris Caba, Principal
- Melissa Wass, New Visions Senior Program Officer
- Allison Cohen, New Visions Director - Data Analytics
- Isabella Zuco, New Visions Data Analyst

Trustee's Name	Board Position	
	Office	Committees
Elizabeth Chu	Chair	Finance Committee
Sharon Hayes	Member	Education Committee
Chabeli Lajara	Member	N/A
Edgar Rodriguez	Secretary	Education Committee
Vikas Shoor	Treasurer	Finance Committee
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Damaris Caba has served as Principal of New Visions AIM Charter High School II since September 2023.

SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, was relaunched in August 2017 by a restructured Board of Trustees in partnership with the charter management organization, New Visions.

MISSION

New Visions AIM Charter High School II provides youth who face the greatest obstacles successful high school completion with the support, experience, and opportunity they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in the South Bronx, AIM II serves students in grades 9-12, ages 16-21, and who have previously enrolled in high school. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2023, 207 students were enrolled in AIM II.

KEY DESIGN ELEMENTS

1. Comprehensive student supports. Every student at AIM Charter High School will receive supports to meet their social-emotional needs and equip students to be effective self-advocates with the skills to persist through graduation and beyond. These include a one-to-one case management model, advisory, counseling, integration of socio-emotional learning strategies, and other referrals or supports aligned to specific student needs.
2. Individualized development plans (IDPs). Every student will have a personalized plan to drive and assess their academic, social, and emotional learning. Both a learning and assessment tool, the IDP will track student progress toward graduation, facilitate the development of postsecondary goals, and document their readiness for post-high school education and/or career goals.
3. Intense focus on accelerating learning. Every student at AIM Charter High School will develop the literacy, numeracy, and 21st century skills needed to be successful in their postsecondary pathway. Using the schools' two-week cycle of mastery-based instruction and assessment, students will be introduced to content and skills, work towards a performance target, and receive enrichment if they have mastered the concepts and skills, extra support if they have not achieved mastery, or re-teaching if they remain off-track.
4. Postsecondary Success. Every student at AIM Charter High School will gain the skills needed to make a successful transition from high school to a post-secondary program that is well-aligned to their strengths and interests. In addition, each student will develop a postsecondary readiness portfolio and complete milestones aligned to their postsecondary interests which will be reflected in their Individualized Development Plan (IDP).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2021-22	85	57	40	45	227
2022-23	61	48	38	39	186
2023-24	39	48	39	81	207

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2018 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2023-24 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30 th
2021-22	2016-17	2016	47	0	47
2022-23	2017-18	2017	50	0	50
2023-24	2018-19	2018	49	0	49

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2016-17	2016	41	80	121
2022-23	2017-18	2017	44	72	116
2023-24	2018-19	2018	49	59	108

PROMOTION POLICY

In order to graduate, all students must earn 44 credits, distributed across specific academic subjects and aligned to specific NYSED learning standards. AIM II provides students with the opportunity to take credit-bearing courses in grades 9–12 to satisfy the requirements for a high school diploma. By passing the course successfully, students demonstrate mastery of the content and skills, as set forth in a New York State-developed or locally-developed syllabus aligned to NYSED learning standards.

Students’ programs may comprise both credit-bearing and non-credit-bearing units of study. A unit of study is defined as at least 54 hours of instructional time per credit awarded (or 45 hours in the case of summer school). To earn a credit, students must be provided with the opportunity to receive 54 hours of instruction and must then demonstrate mastery of the learning outcomes outlined in a course syllabus. A course specific breakdown of these 44 credits can be found in the table below:

Graduation Credits Total Required: 44	Regents Exams Total Required: 5
6 Math Credits <i>Course Options: Algebra I-1, Algebra I-2, Algebra I-3, Algebra I-4 Particular Topics in Algebra I, Statistics</i>	1 Math Regents
6 Science Credits <i>Course Options: Living Environment 1, Living Environment 2, Living Environment 3, Living Environment 4; Earth Science 1, Earth Science 2</i>	1 Science Regents
8 Social Studies Credits <i>Course Options: Global History 1, Global History 2, US History, Government, Economics, Civics</i>	1 Social Studies Regents
8 English Credits <i>Course Options: ELA 9, ELA 10, ELA 11, ELA 12; Read 180</i>	1 English Regents
4 Physical Education Credits	Plus any 1 other Math, Science, Social Studies Regents exam or CDOS
2 Foreign Language Credits <i>Spanish 1, Spanish 2</i>	
2 Art Credits <i>Studio Art 1, Studio Art 2; Latin American Art and Culture 1,</i>	
1 Health Credits	
7 Electives Credits <i>Career and Financial Management; Google Suite 1, Google Suite 2; Studio Art 1, Studio Art 2; Latin Art and Culture 1, Latin American Art and Culture 2; Read 180; and Career Exploration (A-Teams)</i>	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate via multiple pathways equipped with the academic, social, emotional, and navigation skills to pursue postsecondary education and employment.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on sustained enrollment. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM II, and who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2021-22	81%
2022-23	93%
2023-24	94%

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on sustained enrollment. The measure requires that, based on the school's enrollment requirements, 70 percent of all AIM II students who were enrolled on BEDS day, remained enrolled on June 30th of the reporting year.

Retention Rate for All Students

School Year	Retention Rate
2021-22	73%
2022-23	78%
2023-24	86%

Goal 1: Leading Indicator

Each year, 65 percent of students will show significant improvement in their Self-Management skills as measured by their change in T-score from pre to post-DESSA assessment.¹

METHOD

The school demonstrates the effectiveness of its SEL program by enabling students to improve their Self Management Skills from fall to spring. To achieve this measure, 65 percent of students who were enrolled during both the fall and spring testing window will show significant improvement in their Self-Management T-score from pre to post-DESSA assessment. Significant improvement (statistically significant improvement) between pre and post-test is determined using the standard error of prediction to calculate posttest confidence ranges.

Percent of Students with Fall to Spring Significant Improvement in Their Self-Management Skills T-Score

School Year	Number of students Enrolled During Fall and Spring Testing Window	Number of Students with Fall and Spring Testing Scores	Percent of Students who Showed Significant Improvement in Their Self-Management Skills T-Score
2021-22	No Data Available	No Data Available	No Data Available
2022-23	178	17	18%
2023-24	No Data Available	No Data Available	No Data Available

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM II and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year earn at least ten credits.

Percent of Students in their First Year at AIM II Earning at least Ten Credits in 2023-24

School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2021-22	39	59%
2022-23	39	59%
2023-24	45	31%

¹Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM II for more than one year will earn at least Eight credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM II for more than one year and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year who have been at AIM II for more than one year earn at least eight credits.

Percent of Students Who Have Been at AIM II for More Than One Year Earning at least Eight Credits in 2023-24

School Year	Number of students who have been at AIM II more than one year	Percent earning at least eight credits
2021-22	127	46%
2022-23	104	50%
2023-24	133	44%

Goal 1: Leading Indicator

By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.

METHOD

This measure serves as a leading indicator of students meeting individualized goals around academics, SEL, and postsecondary planning as documented in their Individualized Development Plans (IDPs). The measure requires that 67% of students who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year or graduated will meet 67% of their goals for the current year, as outlined in their IDP.

Percent of Students Who Have Met 67% of Their Goals Outlined In Their IDP for 2023-24

School Year	Total Number of Students	Percent of students meeting 67% of IDP goals
2021-22	N/A	N/A
2022-23	134	34%
2023-24	177	2%

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM II for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least one year but less than two years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 50 percent of students who have been enrolled at AIM II for at least one year but less than two years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least one exam.

Percent of Students Who Have Been Enrolled at AIM II for At Least One Year Passing One Exam Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	80	69%
2022-23	75	75%
2023-24	117	85%

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM II for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least two years but less than three years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 60 percent of students who have been enrolled at AIM II for at least two years but less than three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least two exams.

Percent of Students Who Have Been Enrolled at AIM I for At Least Two Years
Passing Two Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least two years	Percent Passing at Least Two Exams (including exemptions)
2021-22	47	72%
2022-23	43	67%
2023-24	49	61%

Goal 1: Absolute Measure

Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

METHOD

This measure examines the performance of students who have been enrolled at AIM II for at least three years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 67 percent of students who have been enrolled at AIM II for at least three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least three exams.

Percent of Students Who Have Been Enrolled at AIM II for At Least Three Years
Passing Three Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	39	72%
2022-23	25	72%
2023-24	23	48%

Goal 1: Absolute Measures

Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students who entered the 9th grade as members of the 2018 Cohort and graduated six years later. These data reflect early August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA,

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mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.²

Percent of Students in the Total Graduation Cohort who have Graduated After Six Years

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2021-22	2016	121	30%
2022-23	2017	116	38%
2023-24	2018	108	40%

Goal 1: Comparative Measure

Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.³

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2021-22	2016	121	29%	873	46%
2022-23	2017	116	38%	725	47%
2023-24	2018	108	40%	TBD	TBD

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, AIM II met four of the eleven measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	YES
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	YES

² The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

³ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Leading Indicator	Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment. ⁴	No Data
Leading Indicator	Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	NO
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	NO
Leading Indicator	By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.	NO
Absolute	Each year, 50 percent of students enrolled at AIM for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	YES
Absolute	Each year, 60 percent of students enrolled at AIM for at least two years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	YES
Absolute	Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	NO
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	NO
Comparative	Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools. ⁵	NO

EVALUATION OF THE GRADUATION GOAL

First-Year Student Retention

Nintey-four percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2024. AIM II met this measure and exceeded it by 14 percentage points.

AIM II has created a welcoming and supportive atmosphere by hiring key personnel to prioritize family and student engagement. AIM II continued to utilize a Primary Person Model, where each student is assigned a counselor or a student advisor that supports them on their path to success. In addition to a primary point person, each student is assigned an A-Team which includes teachers, counselors, operations staff, and members of leadership to support the student. A-Teams meet daily (advisory) and

⁴ Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by [Aperture](#) and used to determine if a statistically significant change had occurred for each student.

⁵ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

provide students with support in social-emotional learning, postsecondary readiness, and monitoring students' Individualized Development Plan (IDP). Further, the school's communication methods were increased to utilize email, text, Remind App, voicemail, and a once-a-trimester newsletter.

All Student Retention

Eighty-six percent of students who were enrolled as of BEDS day were retained through June 30, 2024. AIM II met this measure and exceeded it by 16 percentage points.

At the start of the school year, students were introduced to their A-Teams and primary point person, which was vital in creating a space to develop meaningful relationships with adults in the building. Students had check-ins with their primary point person and were scheduled for daily A-Team meetings. These meetings include all staff members assigned to a caseload of students to discuss each student's academic, postsecondary, and attendance goals.

The school continued to implement Positive, Behaviors, Interventions, and Supports (PBIS) this year and students again were able to earn points that translated into rewards. In addition, incentive trips, camp designation, celebrations, and school-wide activities increased student engagement, which resulted in improved retention and student outcomes. The school has also become a community school resulting in a partnership with East Side House. East Side House assists with attendance intervention, access to community-based services, such as vision services, and college and career readiness support. Through this partnership, AIM II has an East Side House advisor who provides additional support through our Primary Point Person Model, as an additional advisor assigned a caseload of students to support.

Self-Management Skills - DESSA

In the previous academic years, our school utilized the DESSA Social-Emotional Learning (SEL) screener, provided by Aperture Education. This tool was part of our partnership with Urban Assembly, which facilitated our access to the DESSA screener through a contractual agreement with Aperture. The DESSA screener was instrumental in assessing the social-emotional competencies of our high school students, allowing us to tailor interventions and support accordingly.

This academic year marked a transition in our approach to social-emotional learning assessment. Due to the conclusion of our partnership with Urban Assembly, we no longer had contractual access to the DESSA screener distributed by Aperture Education. This change necessitated the adoption of a new tool that aligns with our school's needs and available resources while continuing to uphold our commitment to comprehensive SEL assessment.

Our school community adopted the New Visions SEL screener, which is grounded in the widely recognized CASEL's 5 SEL Competencies. The SEL New Visions Screener is a student self-report mechanism, which empowers students to actively engage in self-assessment of their social-emotional development. The transition to the New Visions SEL screener reflects our school's adaptability and dedication to maintaining robust SEL support for our students, ensuring that our educational practices remain aligned with best practices in the field and responsive to the needs of our community.

Due to this transition data is not available to assess this measure.

First-Year Student Credit Accumulation

Thirty-one percent of students in their first year at AIM II who were enrolled as of BEDS day and remained enrolled through June 30, 2024, earned at least ten credits, therefore not meeting this measure.

No matter their age and year, high school students experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. Since the majority of our students are over-age and under-credited and more often than not, have special needs navigating a new school is even more challenging.

This past school year, our first-year students were assigned a primary point person and an A-Team. To further support students with credit accumulation, eligible students were able to apply for “incompletes” towards the end of the trimester. This process defined “eligible students” as students who must have satisfactorily completed at least one mastery assignment before the end of the term and as students who use their NVCHS email address to apply for incompletes via an application form (students complete this form alongside a staff member for support). Once the form is completed, designated school staff approve or deny the application, and a decision is emailed to the student. As per established procedure, all forms are submitted within a week of a trimester’s end - additionally, approved students were granted the opportunity to complete any incomplete work for three weeks after the start of a new trimester. During this time, students were able to either work individually or collaboratively with staff members for additional support to complete their incompletes. The school also created multiple opportunities to increase assignment submission, academic support, and interventions. The daily A-Teams provided more opportunities to physically connect with students and conference with them about their goals and grades.

Returning Student Credit Accumulation

Forty-four percent of students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2024, earned at least eight credits, therefore not meeting this measure.

Each student was assigned an A-Team where they met daily. During A-Teams, students were exposed to social-emotional learning, postsecondary planning, weekly grade and attendance reviews, and the implementation and progress monitoring of their IDPs. To further support students with credit accumulation, eligible students were able to apply for “incompletes” towards the end of the trimester as described previously. Additionally, the school created multiple opportunities for academic support and academic intervention. Through the noted above intervention, the school has allowed students to feel safe where they can work through any hardships they may encounter with well-rounded support attributing to increased credit accumulation every trimester. Attendance and credit accumulation have been heavily impacted by the transition to Urban Dove.

Individualized Development Plans

Two percent of students met 67% of their goals outlined in their Individualized Development Plan for school year 2023-24, therefore not meeting this measure. Each student’s IDP had three goals.

This measure included the 177 students who were enrolled as of BEDs day and remained enrolled through June 30th or graduated. A total of 81 students, representing a 46% completion rate, selected their three IDP goals during trimester one, focusing on attendance, credit accumulation, and Career Development and Occupational Studies (CDOS) credential attainment. Additionally, at the end of each trimester, students and their parents received an AIM II trimester progress report via email. This report provided detailed updates on the student’s attendance, credit accumulation, SEL NV screener score, and CDOS hours accumulation. It also indicated their progress towards their goals, categorizing their status as either 'on track,' 'not yet on track,' or 'off track.'

These goals and progress reports were integral to our educational framework, serving as a roadmap for the academic year. Each report was reviewed with students during their A-Teams classes, where they

engaged in facilitated conversations with their A-Teams coach to receive support and guidance. Unfortunately, low attendance was a significant challenge that negatively impacted many students' ability to meet their established goals.

Of the 81 students who completed an IDP, 5% met their attendance goal, 28% met their credit accumulation goal, and 6% met their CDOS goal.

Regents Passed by Number of Years Enrolled

Eighty-five percent of students enrolled at AIM II for at least one year scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least one of the five exams required for graduation. AIM II met and exceeded this measure by 35 percentage points. In addition, there was a 10 percentage point increase from last year.

Sixty-one percent of students enrolled at AIM II for at least two years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least two of the five exams required for graduation, therefore meeting and exceeding this measure by one percentage points.

Forty-eight percent of students enrolled at AIM II for at least three years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least three of the five exams required for graduation, therefore not meeting the measure.

This year AIM II implemented the use of rigorous ANet interim assessments (IAs) in ELA and math to prepare students and staff for the Regents exams. The science and social studies teams utilized prior Regents exams to create mastery assessments for each course aligned with the New Visions Curriculum. These assessments provided students the practice they needed with the Regents exam content. In addition, we administered two rounds of mock Regents to further prepare students. Teachers utilized the data from the IAs, mastery assessments, and mock Regents to determine opportunities for growth and identify priority standards to further inform their instructional plans to provide direct support for students.

Sixth-Year Graduation Rate

Forty percent of students in AIM II's 2018 Cohort graduated after six years, therefore not meeting this measure. Although this measure was not met there was a two percentage points increase from last year.

Although AIM II did not meet this measure, the school has focused on sixth-year graduates as an area of continued improvement. We utilize structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and support they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal. We also have a Graduation Review Board that provides consistent progress monitoring of student performance with a group of administrators, teachers, counselors, and student support personnel along with the student to share their progress.

The implementation of these routines and tools has positively impacted both team growth and school systems over the last two year. School staff look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the graduation planning, Regents planning and preparation, and credit gap review the Graduation Review Board accomplished the following:

- Active students had graduation plans that reflected the best possible outcome, and therefore the highest expectations, in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June.
- Active students were scheduled to earn 5.5 course credits in each trimester of the school year.

Comparative Graduation Rates

Forty percent of students in AIM II’s 2018 Cohort graduated after six years compared to 47% of students in the 2017 Cohort from comparable transfer high schools. AIM II fell short of meeting this measure by seven percentage points. School data for comparable transfer high school’s 2018 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

Student Retention

AIM II consistently meets and exceeds the retention measures for first-year students and all students year over year. The retention rate for first-year students increased by one percentage point from last year and is the highest retention rate AIM II has ever had for this group of students. Further, the retention rate for all students is eight percentage points higher than last year.

The counseling and student support teams continued to utilize systems we developed to identify students who may require additional support and interventions and to provide students and families with the proper support needed. This includes referrals to outside agencies that address the many barriers that hinder student attendance and academic achievement, a tiered referral system to ensure students receive the wraparound services they need, and discharging chronically absent students after ample outreach has been provided.

Counselors and social workers developed partnerships with students and families through student one-to-one check-ins, consistent parent outreach, and frequent in-person and virtual workshops.

Self-Management Skills - DESSA

None.

First-Year Student Credit Accumulation

The table below provides a further breakdown of the number of credits earned by first-year students enrolled at AIM II for school year 2023-24.

Credits Earned by First Year Students at AIM II for School Year 2023-2024		
Number of Credits Earned	#	%
Less Than 5 Credits	25	56%
Between 5-9 Credits	6	13%
10+ Credits	14	31%

It should also be noted that AIM II continues to enroll students throughout the school year. This means that students who are enrolled after BEDs day and earned ten or more credits are not captured in the

data above. An additional 46 students enrolled at AIM II after BEDs day and remained enrolled through June 30th and of those students 12 earned at least ten credits, thus 26% of first-year students who enrolled after BEDs day earned ten or more credits.

Returning Student Credit Accumulation

The table below provides a further breakdown of the number of credits earned by students who have been enrolled at AIM II for more than one year for school year 2023-24.

Credits Earned by Students Who Have Been at AIM II More Than One Year for School Year 2023-2024		
Number of Credits Earned	#	%
Less Than 4 Credits	42	32%
Between 4-7 Credits	32	24%
8+ Credits	59	44%

Individualized Development Plans

None.

Regents Passed by Number of Years Enrolled

None.

Sixth-Year Graduation Rate

Students enter AIM II at varying places regarding credits, Regents, educational gaps, age, housing, and other factors. We also look at the total number of graduates each year as a measure of progress. This school year 50 students graduated which we attribute to the implementation of daily A-Team meetings, resulting in students’ self-accountability and school community accountability.

School Year	Annual Graduates (September 1-August 31)
2021-22	57
2022-23	58
2023-24	50

Comparative Graduation Rates

None.

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school’s accountability period.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: COLLEGE PREPARATION

Students will be prepared for and pursue postsecondary options

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students’ postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) with their primary point person assigned within the House Model
- A postsecondary team that meets to discuss postsecondary portfolios and CDOS, data entry in the New Visions Data Portal, and postsecondary data review.
- The implementation of [Xello](#), the online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM II implemented a postsecondary portfolio in which milestones are tracked in the New Visions Data Portal and the evidence of learning is supported through Xello. Courses that align to CDOS learning standards, such as A-Team have all been CDOS coded and students are awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school.
- Targeted A-Team classes by house with specific postsecondary milestones.
- Offering coding and GSuite courses.
- AIM II’s postsecondary team met with A-Teams and facilitated lunchtime one-on-one meetings with seniors focused on preparing for college, FAFSA support, and exploring non-college pathways. AIM II hosted a series of pathways workshops including food handling, security licensing, flagging, OSHA, CPR and first aid certification and site safety training.
- East Side House Settlement provided support around FAFSA and attendance outreach.
- The Graduation Review Board met to assess students' status for graduation, discuss progress, and create action plans to address.

Goal 2: Leading Indicator

Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.

METHOD

For each student, the school maintains a postsecondary portfolio that includes a resume, career interest inventory, and postsecondary list.

Percent of Students Completing a Postsecondary Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Postsecondary Portfolio
2021-22	62	45%
2022-23	54	56%
2023-24	61	8%

Goal 2: Absolute Measure

By Year 5 (2025-26) of the accountability period, 80 percent of students who graduate in the prior reporting year will have enrolled in a two- or four-year accredited college, military service, industry-aligned career training program, or gained employment⁶ within one year of their graduation.

METHOD

The ultimate measure of whether AIM II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II will track and report the percentage of students who graduate in the prior reporting year who enroll in a two or four-year accredited college, military service, industry-aligned career training program, or gain employment within one year of their graduation.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training Program, or Gain Employment

School Year	Year Graduated	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training, or Gain Employment
2021-22	2020-21	32	31%
2022-23	2021-22	57	51%
2023-24	2022-23	58	41%

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by [NYS through Option 1 or Option 2](#).

METHOD

AIM II administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple-choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. AIM II also utilizes option 1 for CDOS credential where applicable, which requires students to complete 216 hours of activities aligned to the CDOS standards with a minimum of 54 of those hours completed in work-based learning activities in addition to the completion of a career plan and employability profile. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials: Career-Ready Assessment by the completion of their sixth year in the cohort as well as students who demonstrated proficiency through CDOS aligned activities.

⁶Gainful employment is defined by meeting these 3 criteria: 1. PP/T - 24 hours; F/T - 35 hours; 2. Been employed in the same job for 3 months (for 3 consecutive months); 3. Making at least minimum wage.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2016	2021-22	47	30%
2017	2022-23	50	8%
2018	2023-24	49	4%

Goal 2: Comparative Measure

Each year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort to that of the respective cohort of students in comparable transfer high school. The postsecondary enrollment rate by six months after high school shows the percentage of students who graduated and enrolled in a two or four-year college, vocational program, or public service within six months of their transfer school graduation deadline. Due to the nature of this metric data will be lagged by one year. Data for this measure is provided by the NYC DOE School Quality Snapshot.

Postsecondary Enrollment Rate Six Months After High School Graduation

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Enrollment Rate	Number in Cohort	Enrollment Rate
2021-22	2016	121	13%	851	16%
2022-23	2017	116	11%	725	15%
2023-24	2018	108	TBD	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2023-24, AIM II did not achieve any of the three measures, with data available, in the postsecondary outcome goal.

Type	Measure	Outcome
Leading Indicator	Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.	NO
Absolute	By Year 5 (2025-26) of the accountability period, 80 percent of students who graduated in the prior reporting year will have enrolled in a two or four year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation.	NO

Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by NYS through Option 1 or Option 2 .	NO
Comparative	Each Year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools. ⁷	TBD

EVALUATION OF THE POSTSECONDARY OUTCOMES GOAL

Postsecondary Portfolio

Seven percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list, therefore not meeting this measure.

During A-Teams students in all houses were provided the opportunity to complete the Xello college and career interest profile, which Summit utilized to drive conversations in one-on-one planning sessions and subsequent advisory sessions. Students were provided with a second opportunity during A-Teams and morning entry to complete the Xello tasks if they had not already done so. In addition to the above, the director of counseling and student support and counseling team pushed into A-Teams, met with students individually to discuss their graduation plan, progress, and create an action plan to address any noted barriers. Postsecondary transition portfolio preparation was discussed during graduation on-track/off-track one-on-one meetings. A final push was made in the weeks prior to graduation to increase the number of students completing all three criteria of the postsecondary portfolio.

Most students have completed college applications and a few students are interested in trade school.

Postsecondary Enrollment

Forty-one percent of AIM II students who graduated in school year 2022-23 enrolled in a two or four-year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation, therefore not meeting this measure.

Matriculation data is collected from the National Student Clearinghouse and counselors collect other postsecondary outcomes including military service, industry-aligned career training programs, or employment.

CDOS

Four percent of students in AIM II's 2018 Cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM II continued to utilize our pathways/postsecondary coordinator to provide additional structure to the CDOS measure. AIM II continues to refine the postsecondary milestones students work to achieve and the methods for monitoring the completion of their postsecondary portfolios which includes tracking the work-based learning hours students complete.

⁷ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

This school year we found students were highly focused on completing coursework for their diploma and targeting their efforts on academic progress. It can also be noted that several of the students in this cohort maintained employment over the past year. For the students that were employed, pay stubs were collected and tracked by the pathways/postsecondary coordinator and counted towards their WBL for CDOS. Students who were not employed were provided with internships in order to accumulate WBL hours.

Comparative Postsecondary Enrollment Rate

The postsecondary enrollment rate for Cohort 2018 six months after high school graduation for AIM II and comparable schools was not available at the time of this report. This metric will be updated once the data becomes available.

ADDITIONAL CONTEXT AND EVIDENCE

Postsecondary Portfolio

The tables below provide a further breakdown of the number of planned graduates that completed each component of the postsecondary portfolio and the total number of components of the portfolio completed by each planned graduate.

Number of Planned Graduates Completing Each Component of the Postsecondary Portfolio		
Total # of Planned Graduates = 70	#	%
Planned Grads Completing the Resume	20	29%
Planned Grads Completing Career Interest Inventory	29	41%
Planned Grads Completing Postsecondary List	23	33%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 70	#	%
Completed 0 of 3 Components	25	36%
Completed 1 of 3 Components	23	33%
Completed 2 of 3 Components	17	24%
Completed 3 of 3 Components	5	7%

Postsecondary Enrollment

None.

CDOS

None.

Comparative Postsecondary Enrollment Rate

None.

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school’s accountability period.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Mastery checks and Mastery Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10, and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

This year, AIM II continued to implement the ANet assessment system to build the appropriate assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade-level standards. ELA teachers received training on the ANet Quiz Tool, which provides rigorous assessment questions and tasks. AIM II ELA teachers also administered these assessments (formative & summative) to students, analyzed the data, and utilized the analysis to refine student understanding to ensure student mastery of key standards.

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regard to Regents and thus help them prepare for the next administration.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administers the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (Partially meeting Common Core expectations) or scoring at least 55 for safety net eligible students on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2016, 2017, and 2018 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 or scoring at least 55 for safety net eligible students among the students who sat for the exam.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	7	18	45%
2017	2022-23	50	15	18	51%
2018	2023-24	49	26	10	43%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.⁹

The Institute does not require charters to report on this measure for 2023-24.

⁸ Based on the highest score for each student on the English Regents exam

⁹ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the sixth year of their high school Accountability Cohort will exceed the PI¹⁰ of comparable transfer high schools.¹¹

The Institute does not require charters to report on this measure for 2023-24.

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Star Reading diagnostic assessment.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Star Reading diagnostic assessment.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2021-22	205	79	43%
2022-23	178	89	58%
2023-24	194	11	27%

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.¹²

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

¹⁰ AIM’s PI is calculated using the 6th year cohort, the PI for comparable transfer high schools is calculated using the 4th year cohort as this is the only public available data.

¹¹ The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

¹² Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set high gain expectations for students who start off with a lower entering Lexile.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students Programmed for Reading Intervention Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention Who were Enrolled during Fall and Spring Testing Window	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2021-22	28	14	36%
2022-23	13	4	25%
2023-24	7	2	0%

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year's Accountability Cohort.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort¹³

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	7	18	45%
2017	2022-23	50	15	18	51%
2018	2023-24	49	26	10	43%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2023-24, AIM II did not achieve any of the four measures, with data available, in the high school English language arts goal. Two measures were not applicable for school year 2023-24.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the	NO

¹³ Based on the highest score for each student on the English Regents exam

	safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	
Absolute	Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment	NO
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.	NO
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents

Forty-three percent of students in AIM II’s 2018 Cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core). Although AIM II fell short of meeting this measure by eight percentage points, it should be noted that a total of 27 students, 26 with no valid score and one who had previously sat for the exam, earned a Regents exemption. In addition, five students earned a special appeal. Therefore 86% of students in Cohort 2018 met the ELA Regents requirement for graduation.

The school provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. We provided professional development focused on utilizing ANet tools to increase interaction and meaningful assessment opportunities. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The two-week planning template allowed teachers to focus on building foundational skills integrated with the ELA content, to build student reading comprehension. The associate director of the ENL & testing, special education coordinator, and the instructional team worked together to provide support for teachers about specific student needs. These collaborative efforts helped ELA teacher teams to provide targeted support to students.

Lexile Growth

Twenty-seven percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Star Reading diagnostic assessment, therefore not meeting this measure.

AIM II provided Read 180 in trimester one, but unfortunately due to staffing shortages they were unable to continue to offer the course for the remainder of the year, thus impacting students' Lexile growth.

In addition, attendance and students' willingness to participate in the spring assessment administration created challenges to accurately report the data.

Reading Intervention Lexile Growth

Zero percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore not meeting this measure.

As mentioned previously AIM II was only able to offer Read 180 during trimester one due to staffing issues. In addition, fewer students were programmed for Read 180 when it was offered because a number of students needed to complete the ELA core classes leading to the Regents administration, which was offered at the same time as Read 180.

ELA Regents Growth

Forty-three percent of students in AIM II's 2018 Cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core). Last year AIM II's Cohort 2017's ELA pass rate was 51%, above the goal of 50%, thereof not meeting this measure to increase from the previous year.

During school year 2023-24, AIM II focused on achieving and exceeding all measures in the ELA goal. We partnered with ANet again to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. We utilized the interim assessments to deepen this work and aid in planning and assessing student's growth and teacher practice.

ADDITIONAL CONTEXT AND EVIDENCE

ELA Regents

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. The increased use of formative assessment data will continue to help drive instructional design.

In addition, throughout 2023-24, AIM II focused on strengthening its support for multilingual learners by offering both a standalone ENL course and ENL teacher collaborative support in one strategically selected ELA course and one global history course. The associate director of ENL and testing also consulted with the ELA Department on a regular basis about strategies to implement to better support multilingual learners in their courses. Listening, speaking, reading and writing assessments are administered at the beginning, middle, and end of the year to monitor student language development and English acquisition and design instructional interventions; from the beginning to the end of the year.

As indicated in the table below, 36% of students in the 2019 Cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 26 students earned a Regents exemption and 12 students earned a special appeal. Therefore, 78% of students in Cohort 2019 have met the ELA Regents requirement for graduation prior to the start of their sixth year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2021-22		2022-23		2023-24	
	Number in Cohort	Percent Passing ¹⁴	Number in Cohort	Percent Passing ¹⁵	Number in Cohort	Percent Passing ¹⁶
2018	65	19%	53	36%	49	43%
2019	59	18%	94	26%	69	36%
2020	53	8%	76	10%	77	29%
2021	27	0%	36	0%	61	20%
2022			8	0%	15	7%
2023					2	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2018	49	27	5	10	86%
2019	69	26	12	16	78%
2020	77	12	6	19	48%
2021	61	0	3	12	25%
2022	15	0	0	1	7%
2023	2	0	0	0	0%

Lexile Growth

None.

Reading Intervention Lexile Growth

None.

ELA Regents Growth

None.

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school's accountability period.

¹⁴ Percent passing among students with valid score

¹⁵ Percent passing among students with valid score

¹⁶ Percent passing among students with valid score

GOAL 4: MATHEMATICS

Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions mathematics curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

During the 2023-24 school year, math instructors continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization the use of online materials provides. Teachers delivered in-person instruction in the classroom simultaneously, with self-paced tasks online. AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next administration.

AIM II continued with the two-week instructional framework involving an initial delivery of the performance target or project-based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project-based assignment.

Partnered with ANet, the math department was trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery-based learning model. In addition, AIM II worked with New Visions instructional specialists who provided onsite and remote coaching. Coaching included working with the principal, department head, and teacher teams to develop systems around reviewing student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the instructional specialist supported school instructional leaders in coaching teachers around these routines.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016, 2017, 2018 Cohorts who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 or scoring at least 55 for safety net eligible students among the students who sat for any exam.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort¹⁷

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	3	20	45%
2017	2022-23	50	10	13	33%
2018	2023-24	49	13	23	64%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their sixth in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.¹⁸

The calculation of this measure is not required for 2023-24.

¹⁷ Based on the highest score for each student on a mathematics Regents exam

¹⁸ AIM’s PI is calculated using the 6th year cohort and compared to the school’s MIP which the state sets based on the 4th year cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the sixth of their high school Accountability Cohort will exceed the PI¹⁹ of comparable transfer high schools.²⁰

The calculation of this measure is not required for 2023-24.

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using Star Math.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using Star Math.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2021-22	205	21	48%
2022-23	178	84	60%
2023-24	194	1	0%

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2021-22	No Data	No Data	No Data
2022-23	No Data	No Data	No Data
2023-24	No Data	No Data	No Data

¹⁹ AIM’s PI is calculated using the 6th year cohort, the PI for comparable alternative charter schools is calculated using the 4th year cohort as this is the only publicl available data.

²⁰The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort²¹

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	3	20	45%
2017	2022-23	50	10	13	33%
2018	2023-24	49	13	23	64%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2023-24, AIM II achieved two of the three measures, with data available, in the high school mathematics goal. Two measures were not applicable for school year 2023-24 and there was no data available for one measure.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	YES
Absolute	Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A

²¹ Based on the highest score for each student on a mathematics Regents exam

Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	NO
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	No Data
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	YES

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents

Sixty-four percent of students in AIM II’s 2018 Cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore meeting this measure and improving 31 percentage points from last year. In addition, it should be noted that a total of 23 students, 13 with no valid score and 10 who had previously sat for the exam, earned a Regents exemption. Therefore, 96% of students in Cohort 2018 met the math Regents requirement for graduation.

This past year AIM II continued to provide co-taught core classes for all students and build co-teacher capacity to analyze student data and plan for instruction. In-person instruction along with Google Classroom resources were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction.

The principal, department head, and special education and ENL teachers worked together to support teachers regarding specific student needs. These collaborative efforts helped math teacher teams to provide targeted support to students.

The purposeful student programming of math classes allowed teachers to target units of studies covered in the Algebra 1 curriculum within the trimester. Math teachers used the New Visions Math curriculum to strengthen students' metacognition and mathematical thinking needed to deepen their understanding of the material through carefully designed mathematical assignments and lesson activities during class sessions. In addition, students received additional support through Regents Prep and Saturday School.

Star Math Growth

Zero percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the Star Math assessment, therefore meeting this measure.

During the fall testing window 92% of students were tested. Unfortunately attendance and students’ willingness to participate in the spring assessment administration created challenges to accurately report the data.

Math Intervention Growth

Unfortunately due to multiple instructional vacancies we were unable to offer consistent structured math interventions and therefore are unable to report data for this measure.

Math Regents Growth

Sixty-four percent of students in AIM II’s 2018 Cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. Last year AIM II’s Cohort 2017’s math pass rate was 33%, 17 percentage points below the goal of 50%. Cohort 2018 reduced the gap between 50% and Cohort 2017’s math Regents pass rate by more than half, and even exceeded 50%, therefore meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents

As indicated in the table below, 18% of students in the 2019 Cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 50 students earned a Regents exemption and five student earned a special appeal. Therefore, 88% of students in Cohort 2019 have met the math Regents requirement for graduation prior to the start of their sixth year.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2021-22		2022-23		2023-24	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²²	Number in Cohort	Percent Passing ²³
2018	65	51%	53	62%	49	64%
2019	59	19%	94	16%	69	18%
2020	53	6%	76	10%	77	15%
2021	27	0%	36	6%	61	14%
2022			8	0%	15	20%
2023					2	50%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/ Special Appeal
2018	49	23	1	23	96%
2019	69	50	5	6	88%
2020	77	49	3	7	77%
2021	61	5	19	8	52%
2022	15	0	0	3	20%
2023	2	0	0	1	50%

Star Math Growth

None.

Math Intervention Growth

None.

Math Regents Growth

None.

²² Percent passing among students with valid score

²³ Percent passing among students with valid score

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school's accountability period.

GOAL 5: SCIENCE

Goal 5: SCIENCE

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **Mastery Checks and Mastery Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments were administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attended ongoing instructional PD hosted by New Visions throughout the year. In addition, our lead teacher worked on professional development around the transfer learning routine.

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next administration.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents science exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents science exams or scoring at least 55 for

safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016, 2017, 2018 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort²⁴

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	5	14	33%
2017	2022-23	50	9	15	37%
2018	2023-24	49	12	17	46%

Goal 5: Comparative Measure
 Each year, the percent of students in the fourth year high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.²⁵

The calculation of this measure is not required for 2023-24.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2023-24, AIM II did not achieve the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2023-24.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.	NO
Comparative	Each year, the percent of students in the fourth year high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.	N/A

²⁴ Based on the highest score for each student on any science Regents exam

²⁵The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Forty-six percent of students in AIM II’s 2018 Cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. Although AIM II fell short of meeting this measure by four percentage points there was a nine percentage point increase from the previous year. In addition, it should be noted that a total of 27 students, 12 with no valid score and 15 who had previously sat for the exam, earned a Regents exemption. In addition, one student earned a special appeal. Therefore 92% of students in Cohort 2018 met the science Regents requirement for graduation.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. In-person as well as Google Classroom resources were utilized to provide individualized and small-group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of ENL and testing and the special education coordinator worked together to provide support for teachers around specific student needs. These collaborative efforts helped science teacher teams to provide targeted support to students.

A consistent science team played an integral part in achievement, as well as recurring professional development internally and externally. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day and in Saturday School. Lab hours were also integrated during the school day and provided additional support for students around Regents content.

The increase is attributed to the science department's participation in data analysis of mock Regents to plan instruction and Regents preparation.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

As indicated in the table below, 12% of students in the 2019 Cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 54 students earned a Regents exemption and three students earned a special appeal. Therefore, 87% of students in Cohort 2019 have met the science Regents requirement for graduation prior to the start of their sixth year.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2021-22		2022-23		2023-24	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁶	Number in Cohort	Percent Passing ²⁷
2018	65	40%	53	46%	49	46%
2019	59	13%	94	12%	69	12%
2020	53	3%	76	11%	77	14%
2021	27	4%	36	18%	61	11%
2022			8	0%	15	7%
2023					2	50%

²⁶ Percent passing among students with valid score

²⁷ Percent passing among students with valid score

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/ Special Appeal
2018	49	27	1	17	92%
2019	69	54	3	3	87%
2020	77	46	3	6	71%
2021	61	7	8	6	34%
2022	15	0	0	1	7%
2023	2	0	0	1	50%

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school's accountability period.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions social studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Mastery Checks and Mastery Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

AIM II also administered mock Regents to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next administration.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents social studies exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016, 2017, 2018 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students
By Sixth Year Accountability Cohort²⁸

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2021-22	47	11	11	31%
2017	2022-23	50	14	14	39%
2018	2023-24	49	35	5	36%

Goal 6: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.²⁹

The Institute does not require charters to report on this measure for 2023-24.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2023-24, AIM II did not achieve the one measure, with data available, in the high school social studies goal. One measure was not applicable for school year 2023-24.

²⁸ Based on the highest score for each student on a social studies Regents exam

²⁹The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model. The Cluster Methodology can be found [here](#).

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.	NO
Comparative	Each year, the percent of students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies Regents

Thirty-six percent of students in AIM II’s 2018 Cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. Although AIM II fell short of meeting this measure it should be noted that a total of 39 students, 35 with no valid score and four who had previously sat for the exam, earned a Regents exemption and one student earned a special appeal. Therefore 92% of students in Cohort 2018 met the social studies Regents requirement for graduation.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. In-person instruction with Google Classroom resources was utilized to provide individualized and small-group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director ENL and testing and the special education coordinator worked together to provide support for teachers about specific student needs. These collaborative efforts helped social studies teacher teams to provide targeted support to students.

Additionally, the social studies department participated in data analysis of mock Regents to plan instruction and Regents preparation.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies Regents

As indicated in the table below, 42% of students in the 2019 Cohort (with valid scores) have passed a social studies Regents by the end of their fifth year. Further, an additional 49 students earned a Regents exemption and one student earned a special appeal. Therefore 88% of students in Cohort 2019 have met the social studies Regents requirement for graduation prior to the start of their sixth year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2021-22		2022-23		2023-24	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ³⁰	Number in Cohort	Percent Passing ³¹
2018	65	10%	53	25%	49	36%
2019	59	8%	94	11%	69	42%
2020	53	8%	76	10%	77	31%
2021	27	0%	36	3%	61	17%
2022			8	0%	15	21%
2023					2	50%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2018	49	39	1	5	92%
2019	69	49	1	11	88%
2020	77	9	13	22	57%
2021	61	3	3	10	26%
2022	15	1	0	3	27%
2023	2	0	0	1	50%

ACTION PLAN

AIM II has transitioning to Urban Dove III for school year 2024-25. Urban Dove III will have a new accountability plan for the remainder of the school's accountability period.

³⁰ Percent passing among students with valid score

³¹ Percent passing among students with valid score

GOAL 7: ESSA

Goal 7: Absolute Measure

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

METHOD

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

Accountability Status by Year

Year	Status
2021-22	Comprehensive School Improvement
2022-23	Comprehensive School Improvement
2023-24	Comprehensive School Improvement

ADDITIONAL CONTEXT AND EVIDENCE

AIM II’s ESSA accountability status for 2023-24 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

It should be noted that the ESSA accountability system evaluates fourth-year cohort outcomes, which does not align to our school’s model of serving overage and under-credited students.