



**New Visions
AIM Charter High School I**

**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 I:

- Kristin Greer, 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
Daniel Voloch	Member	Finance Committee

Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.

SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, 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 I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in East New York Brooklyn, AIM I 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, 158 students were enrolled in AIM I.

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	UGS	Total
2021-22	92	54	23	11	0	180
2022-23	54	41	31	26	1	153
2023-24	39	41	39	39	0	158

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	51	0	51
2022-23	2017-18	2017	27	0	27
2023-24	2018-19	2018	35	0	35

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.

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)
2020-21	2015-16	2015	47	37	84
2021-22	2016-17	2016	36	44	80
2022-23	2017-18	2017	24	43	67
2023-24	2018-19	2018	30	49	79

PROMOTION POLICY

At AIM I, we offer academic courses that fulfill New York State's graduation requirements. Our course sequences align with the AIM House model. It's important to note that many students who join our school have not met the ninth-grade requirements in certain subjects. As a result, they have the option to complete the tenth-grade requirements during their ninth-grade year. The schedule for students' Regents assessments is based on the specific course sequence they are following.

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 I 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 I, 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 I

School Year	Retention Rate for First Year Students at AIM I
2021-22	80%
2022-23	70%
2023-24	63%

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM I 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 I 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	57%
2022-23	76%
2023-24	70%

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	125	71	15%
2022-23	133	66	18%
2023-24	112	No Data	No Data

Goal 1: Leading Indicator

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

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

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2021-22	36	50%
2022-23	21	71%
2023-24	22	36%

¹ 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.

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 I 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 I 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 I for more than one year earn at least eight credits.

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

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2021-22	66	45%
2022-23	95	59%
2023-24	88	56%

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	116	34%
2023-24	No Data	No Data

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM I 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 I 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 I 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 I for At Least One Year
Passing One Exam Required for Graduation

School Year	Number of students who have been enrolled at AIM I for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	55	71%
2022-23	51	67%
2023-24	54	67%

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM I 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 I 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 I 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 I for at least two years	Percent Passing at least Two Exams (including exemptions)
2021-22	24	46%
2022-23	38	61%
2023-24	35	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 I for at least three years or more 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 I for at least three years or more 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 I for At Least Three Years
Passing Three Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM I for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	23	74%
2022-23	27	63%
2023-24	28	86%

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	80	43%
2022-23	2017	67	34%
2023-24	2018	79	32%

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	80	43%	910	44%
2022-23	2017	67	34%	777	46%
2023-24	2018	79	32%	TBD	TBD

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, AIM I 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.	NO
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
Leading Indicator	Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in	No Data

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](#).

	T-score from pre to post-DESSA assessment. ⁴	
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 Data
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.	YES
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

Sixty-three percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2024, therefore not meeting this measure.

AIM I’s program is dedicated to supporting students facing various challenges that affect their school attendance and overall engagement. Our mission is to help students overcome obstacles through personalized support plans and collaborative efforts involving families, mental health services, and social work partnerships.

To help students stay engaged and succeed, AIM I offers several strategies and interventions such as, utilizing personalized plans: attendance and programming specialists collaborate with students and their

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](#).

families to create individualized support plans; providing homeschooling or mental health services as needed; and collaborating with Advocates for Children through social work services to provide comprehensive support.

AIM I prioritizes attendance outreach planning through goal-setting, retention planning, and intervention planning. These plans incorporate in-person support, attendance events, family counseling referrals, truancy intervention plans, and redefining the attendance plan.

To motivate and support students, AIM I incorporates the following elements into each attendance plan:

- Attendance Display Board: Communicating attendance goals and monthly averages.
- Student Recognition: Recognizing students with perfect attendance.
- Award Certificates: Holding award nights for attendance achievements.
- Principal's Breakfast and Waffle Wednesday: Hosting special events to celebrate attendance.
- School Attendance Trips: Organizing trips as rewards for good attendance.
- Positive Phone Calls: Making encouraging calls to students and families.
- Social Events: Hosting ice cream socials and pizza parties.
- Class Competitions: Encouraging friendly competition among classes.
- Raffles for Prizes: Offering raffle entries for attendance-related prizes.
- Social Media: Using social media to highlight incentives and high engagement.
- Recognition of Growth: Acknowledging improvements in attendance.

All Student Retention

Seventy percent of all students who were enrolled as of BEDS day were retained through June 30, 2024, therefore meeting this measure.

Through data analysis, home visits, and attendance outreach efforts, we discovered that many long-term absent (LTA) students struggled to stay engaged in school due to significant life changes. These challenges caused some students to leave AIM I. However, with the support of our attendance and programming specialists, some LTA students were able to re-engage. The Attendance and programming specialists worked closely with each student to overcome barriers, providing additional programming support such as homeschooling or mental health services.

Self-Management Skills - DESSA

One hundred and twelve students were enrolled during both the fall and spring testing windows. Of those students 49% completed the pre-test during the first testing window. Due to the school's transition in management from New Visions to Urban Dove for the 2024-25 school year our focus this spring was on supporting students with their transition to either an Urban Dove school, other transfer/alternative schools, a NYC DOE school, or other educational programs and therefore the post-test was not administered so a comparison of fall and spring DESSA data cannot be provided.

Credit Accumulation

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

Fifty-six percent of students who have been at AIM I 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.

AIM I developed targeted approaches to meeting the academic growth needs of first-year and returning students. This included the school leadership team creating a plan of action at the beginning of the year for these two measures that was reflected on and adjusted mid-year based on the following qualitative and quantitative data:

- Trimester outcomes and interim course progress
 - Monthly progress updates in board meetings
 - Quarterly reflections with leadership peers at Charter Principal Convenings
- Trimester credit accumulation
- Success Plans for students off-track

Additionally, we believe that the refinement and enhancement of the following AIM I programs/initiatives led to this year's results:

- First-year students were introduced to their credit goals for the year during new student orientation. They also took part in new student house events before classes began. In addition, first-year students met during advisory at least once per trimester to monitor their growth and development.
- Our Blended Self-Paced Mastery Model supports students and teachers with progress tracking, enhances small group work, and provides additional support through individual or small group instruction, targeting students who need an opportunity to retake their mastery assessment.
- The instructional team spent time at the beginning of Trimesters 2 and 3 analyzing mock Regents data, action planning around this data, and tailoring instruction based on the action planning.
- Student support initiatives included the development of Success Plans for students struggling to meet their credit accumulation goal (via Off-Track Contracts and Success Agreements) and an Advisory Model, which included targeted conversations with students about their progress.
- In addition to AIM I's EPIC and wellness models, the student support initiatives encompassed an intake process that allowed students to establish their goals, including academic objectives. Moreover, students were allocated structured time to review these goals, track their progress, and make any necessary adjustments.
- Furthermore, AIM I has refined the existing program by integrating an enhanced internship program and wellness programs with community partners, like the Kings Against Violence Initiative (KAVI), into our streamlined Engagement Pathways model to provide students with further opportunities for engagement.
- We continued with our formalized procedure for eligible students to request "incompletes" towards the conclusion of the trimester. This enables them to finalize any unfinished coursework, thereby supporting and optimizing credit accumulation.

Individualized Development Plans

This year, students met with their academic advisors at the beginning of the school year and throughout to complete an intake process. During this process, each student developed an Individualized Development Plan (IDP) that included goals for attendance, academics, social-emotional learning (SEL), and postsecondary plans. This year due to the school's transition in management from New Visions to Urban Dove for the 2024-25 school year the IDP process supported students with their transition to either an Urban Dove school, other transfer/alternative schools, a NYC DOE school, or other educational programs. Throughout the school year, students' goals were assessed in various ways to support their credit accumulation, attendance, SEL, and post-secondary goals. This support was provided through the school's advisory model, counseling, accountability model, and culture/restorative model. Given IDPs were utilized differently this year than originally intended, data is not available to assess the measure.

Regents Passed by Number of Years Enrolled

Sixty-seven percent of students enrolled at AIM I 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 I met and exceeded this measure by 17 percentage points.

Sixty-one percent of students enrolled at AIM I for at least two years 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.

Eighty-six percent of students enrolled at AIM I for at least three years 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. AIM I met and exceeded this measure by 19 percentage points and improved 23 percentage points from last year.

For the 2023-24 school year, AIM I continued to build on the assessment framework established in the previous year. This second year of implementation saw the continuation and refinement of interim assessments (IAs) aligned with the AIM I instructional model. One of the ongoing goals was to implement IAs and data analysis protocols in all ELA and math classes to differentiate and personalize instructional support for students working towards mastery each trimester. Additionally, AIM I maintained the practice of administering mock Regents and conducting data analysis three times a year in social studies and science classes, further personalizing instructional support for students aiming for mastery.

This sustained effort resulted in significant curriculum modifications, deepening the school's Mastery Learning Framework. The ELA and math teams continued to use the ANet Quiz Tool to create assessments aligned with the New Visions Curriculum, which served as mastery assessments and provided rigorous preparation for the Regents exam. Similarly, science and social studies teams used prior Regents exams to create mastery assessments aligned with the New Visions Curriculum, giving students practical experience with the content of the Regents exam.

The ongoing implementation of ANet IAs led to notable achievements throughout the year. In algebra, there was consistent growth, and while growth in geometry was more modest, it showed promise as implementation progressed. ELA 9-10 consistently utilized the ANet Quiz Tool for mastery checks and assessments, contributing to increased performance and subsequently enhancing growth in ELA 11-12. Teachers continued to meet in departments with the ANet coach and ILT to analyze assessment data using ANet protocols. All instructional staff planned modules to demonstrate the use of ANet assessment data to inform instruction.

Furthermore, AIM I sustained a synchronized process in the social studies and science departments by incorporating mock Regents into the academic program. These mock exams prepared students and staff for the actual Regents exams, with teachers using the data to identify areas for student growth and prioritize instructional standards. The instructional leadership team (ILT) maintained guidelines and schedules for mock Regents, clear data analysis protocols, and accountability measures for teacher deliverables to meet the school's goals, mitigate learning loss, and achieve performance metrics.

To ensure accountability, AIM I enhanced its accountability model by continuing to provide bi-weekly reports to each student and family, aligned with their IDP goals. These reports detailed student progress and included the coach's recommended interventions. Students needing specific Regents intervention

were referred to the Regents prep academy, offering alternative preparation options beyond the classroom.

Sixth-Year Graduation Rate

Thirty-two percent of students in AIM I's 2018 Cohort graduated after six years, therefore not meeting this measure.

Although AIM I did not meet this particular measure, it is imperative to note that the school is unwavering in its commitment to improving outcomes for sixth-year graduates. Our students have several options to ensure their success, including enrollment in HSE/GED programs, Young Adult Borough Centers, homeschooling, or alternative paths to victory. It is crucial to mention that AIM I primarily serves students who face significant challenges, such as difficulty re-engaging with high school and barriers to academic success due to factors like parenting, court involvement, and foster care. At the start of the school year, there were 15 active sixth-year cohort students. Of the 15 Cohort 2018 students five graduated in June 2024 or earlier in the year, five students are still active, and five students became disengaged and were discharged due to long-term absence.

As students enter their sixth year of high school, they are met with a surge of responsibilities and the need for increased maturity. Our ultimate objective is to ensure that these students have the necessary support to successfully complete high school and make informed decisions regarding their future. We achieve this by continuously refining and improving our approach to our intake process and SEL program.

AIM I continues to focus on conducting a social-emotional assessment (to assess students' overall well-being, capacity, self-motivation, and resiliency), and offering an embedded advisory program and accountability plans for success. In addition to social-emotional support, the school provides individualized and targeted support toward graduation, which includes re-engagement, graduation, and transition plans.

As mentioned in previous measures, AIM I utilizes an accountability coach system, where coaches meet with their students on their caseload to review their attendance and credit accumulation data, which supports progress to graduation.

AIM I continues to utilize leadership data huddles, which are 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 data housed in the New Visions Data Portal. Further we continue to utilize on-track and off-track agreements to help with the success of students' academics, credit accumulation, and outcomes.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school-staff collaboration.

Comparative Graduation Rates

Thirty-two percent of students in AIM I's 2018 Cohort graduated after six years compared to 46% of students in the 2017 Cohort from comparable transfer high schools, therefore not meeting this measure. School data for comparable transfer high schools' 2018 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

Student Retention

None.

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 I for school year 2023-24.

Credits Earned by First Year Students at AIM I for School Year 2023-2024		
Number of Credits Earned	#	%
Less Than 5 Credits	8	36%
Between 5-9 Credits	6	27%
10+ Credits	8	36%

It should also be noted that AIM I 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 16 students enrolled at AIM I after BEDs day and remained enrolled through June 30th and of those students six earned at least ten credits, thus 38% of new students enrolled after BEDs day earned ten or more credits. This is a 25 percentage point increase from last year.

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 I for more than one year for school year 2023-24.

Credits Earned by Students Who Have Been at AIM I More Than One Year for School Year 2023-2024		
Number of Credits Earned	#	%
Less Than 4 Credits	19	22%
Between 4-7 Credits	20	23%
8+ Credits	49	56%

IDP

None.

Passing 1+ Regents for Students Enrolled at least One Year

None.

Passing 2+ Regents for Students Enrolled at least Two Years

None.

Passing 3+ Regents for Students Enrolled at least Three Years

None.

Sixth-Year Graduation Rate

The school's program has focused on the realities of students' challenges by the time they get to their sixth year of high school. Continued emphasis has been placed on personalized student supports, a

uniform advisory model, the implementation of SEL competencies, analyzing barrier data, offering certification/internship programs, and using a Blended Self-Paced Mastery Model. Also, the college and career counselor and the attendance and programming specialist have weekly meetings to discuss each student's progress and attendance that are scheduled to graduate.

Given that students enter AIM I at varying places in regards to 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 year a total of 36 students graduated.

School Year	Annual Graduates (September 1-August 31)
2021-22	17
2022-23	26
2023-24	36

Comparative Graduation Rates

None.

ACTION PLAN

AIM I has transitioning to Urban Dove IV for school year 2024-25. Urban Dove IV 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:

- [Graduation planning](#) coaching for students by the CCC and finalized graduation plans entered into the New Visions Data Portal by the CCC.
- A postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions [Applying To CUNY Strategic Data](#) best practice sharing on implementation of CUNY Data to be entered into the New Visions Data Portal, and postsecondary data review.
- The continued implementation of Xello, the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM I continues to implement a postsecondary portfolio in which milestones are tracked in a spreadsheet created by the CCC, the New Visions Data Portal, and Google Classroom. The evidence of learning is supported through Xello and learning assignments saved in each student's Google Drive folder. Courses that align with CDOS learning standards, such as advisory 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.
- The CCC regularly brought in a diverse range of speakers, including those from colleges, as well as individuals with vocational, military, and entrepreneurial backgrounds, to engage all students in exploring various pathways for postsecondary planning.
- The [National Cares Mentoring Program](#) for Student Council students to gain social-emotional and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.
- KAVI (King Against Violence Initiative) fosters a supportive community for youth of color, ensuring their health and well-being at home, school, hospitals, and within the community. By engaging with youth in these diverse settings, KAVI adopts a holistic approach to violence intervention that always prioritizes their humanity. Our public health strategy emphasizes prevention in schools and communities, immediate intervention in hospitals, and continuous community building.
- HEAT (Health & Education Alternatives for Teens) offers a wide range of services tailored to the needs of young individuals aged 13-29, such as medical care, HIV counseling and testing (C/T), mental health support, outreach programs, and more. HEAT also houses a program called The Goddess Project, which conducts workshops designed to educate young women about sexual health. The SISTA (Sisters Informing Sisters on topics about AIDS) was introduced to AIM this year.

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	25	52%
2022-23	26	96%
2023-24	39	97%

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 I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I 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 Student 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	40	8%
2022-23	2021-22	17	59%
2023-24	2022-23	26	35%

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.

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 I 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 I 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 percentage of the Accountability Cohort that scored 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.

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	51	29%
2017	2022-23	27	56%
2018	2023-24	35	63%

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	80	14%	910	16%
2022-23	2017	67	15%	777	14%
2023-24	2018	79	TBD	TBD	TBD

SUMMARY OF THE POSTSECONDARY OUTCOMES GOAL

In the school year 2023-24, AIM I 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

Ninety-seven percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list. Although AIM I fell short of meeting this measure by three percentage points, there was a one percentage point increase from last year.

The students that were planned to graduate completed all three components of their postsecondary portfolio. Again, the increase from previous years can be attributed to the support and structures the CCC implemented, which are described below:

- A senior postsecondary portfolio Google Classroom was created in September with all nine milestones posted so that students knew the expectations and what needed to be accomplished before their graduation whether in January, March, June, or August.
- The CCC used the postsecondary portfolio summary data found in the AIM I Weekly Scholarship Tool to determine which students needed to complete a resume, career interest inventory, and postsecondary list and monitored each student’s progress.
- The CCC created a tracker to document the finished milestones of each student.

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](#).

- A senior advisory was created in Trimester 2 so that students could work specifically on their postsecondary portfolio Google Classroom and receive assistance if necessary.
- Students received consistent emails from the CCC about the milestones they were missing to ensure every student completed their postsecondary portfolio.

Postsecondary Enrollment

Thirty-five percent of AIM I 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.

AIM I created and emailed a Google Form to alumni every week during Trimesters 2 and 3 to inquire about any updates or changes in contact information (email, address, phone number, social media handles) and any updates about postsecondary outcomes. Additionally, AIM I regularly connects with alumni through a few technological platforms, such as social media direct messages and most recently, through their school website. Earlier this year, an alumni landing page was created to enable alumni to request transcripts or any related documents needed for postsecondary enrollment. Additionally, alumni are able to browse any relevant job opportunities, scholarships, or alumni events to further connect with the school.

CDOS

Sixty-three percent of students in AIM I's 2018 Cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. Although AIM I fell short of meeting this measure by 12 percentage points there was a seven percentage point increase from last year.

AIM I provided CDOS opportunities to all potential graduates and ensured that all students had an opportunity to partake. These opportunities occurred during advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. This year, AIM I defined the postsecondary milestones early on so that each student who was graduating could achieve their CDOS. AIM I successfully developed a method for monitoring the completion of students' postsecondary portfolios, which included tracking students' completed work-based learning hours.

Comparative Postsecondary Enrollment Rate

The postsecondary enrollment rate for Cohort 2018 six months after high school graduation for AIM I 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 = 39	#	%
Planned Grads Completing the Resume	38	97%
Planned Grads Completing Career Interest Inventory	38	97%
Planned Grads Completing Postsecondary List	38	97%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 39	#	%
Completed 0 of 3 Components	1	3%
Completed 1 of 3 Components	0	0%
Completed 2 of 3 Components	0	0%
Completed 3 of 3 Components	38	97%

Postsecondary Enrollment

None.

CDOS

None.

Comparative Postsecondary Enrollment Rate

None.

ACTION PLAN

AIM I has transitioning to Urban Dove IV for school year 2024-25. Urban Dove IV 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 I 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.
- **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.

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.

AIM I also utilized the Fishtank ELA curriculum this year for ELA 11 and 12 students. The Fishtank curriculum is grounded in best practices for teaching and learning, built around rigorous objectives, and highly rated by EdReports for alignment to standards. This ELA curriculum aims to develop students into critical readers, writers, and thinkers while widening their perspectives so they can better understand themselves as well as the world around them. As with the New Visions curriculum, Fishtank also provides unit plans, lesson plans, text, and materials as well as formative and summative assessments.

AIM I continued to partner with ANet. ELA teachers continued to use the ANet Quiz Tool, which provides rigorous assessment questions and tasks, to create and administer both formative and summative assessments. ANet interim assessments were also given to students at the end of each trimester to assess their progress with the key skills and concepts related to the New Visions curriculum.

Additionally, AIM I continued its partnership with the Modern Classroom Project (MCP), which provides a Teacher Mentorship Program, in which AIM I teachers were required to participate in. The instructional leadership team continued to use MCP's Implementations Rubric to assess what core area of our Self-Paced Blended Mastery Model should be focused on for the school year.

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	51	4	18	38%
2017	2022-23	27	9	7	39%
2018	2023-24	35	14	9	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	125	84	58%
2022-23	133	84	67%
2023-24	123	65	62%

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 publicly 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	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	18	16	44%
2022-23	40	31	42%
2023-24	No Data	No Data	No Data

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	51	4	18	38%
2017	2022-23	27	9	7	39%
2018	2023-24	35	14	9	43%

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2023-24, AIM I met one 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 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.	NO
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	YES
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	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 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 I’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 I fell short of meeting this measure by seven percentage points there was a four percentage point increase from last year. In addition, it should be noted that a total of 16 students, 14 with no valid score and two who had previously sat for the exam, earned a Regents exemption. In addition, one student earned a special appeal. Therefore 74% of students in Cohort 2018 met the ELA Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on the ELA Regents exam.

As mentioned previously although we continued our partnership with ANet we did not make progress with the Assessment Systems. However, teachers were able to utilize the Action Planning Process from the previous year. Teachers used baseline assessments and January/mock Regents to determine which standards students struggled with and which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be

successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to student needs.

We also continued to work on improving our Blended Self-Paced Mastery Model through our partnership with the Modern Classroom Project (MCP) by utilizing their Implementation Rubric. The ILT determined which of the 4 areas of the rubric was the key area that needed growth, which was determined to be Mastery. Then the ILT evaluated each teacher (including each teacher conducting a self-reflection) on their skill level with regards to mastery. The focus was then to move each individual ELA teacher one skill level higher from where the ILT had assessed them. Teachers received individualized coaching and feedback that targeted their specific needs.

Lexile Growth

Sixty-two 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. AIM I met and exceeded this measure by two percentage points.

The following key factors contributed to our continued success in meeting this measure:

- Utilizing the mastery model where students interacted with more types of text
- Utilizing more targeted literacy interventions within small group instruction and using Brolly, the service, and system we use to support progress monitoring
- Utilizing more rigorous texts with Tier 1 readers
- Using Regents based questions during social studies and science.

Reading Intervention Lexile Growth

Unfortunately due to instructional vacancies we were unable to offer reading interventions this school year and therefore are unable to report data for this measure.

ELA Regents Growth

Forty-three percent of students in AIM I'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 I's 2017 Cohort's ELA pass rate was 39%, 11 percentage points below the goal of 50%. Cohort 2018 did not reduce the gap between 50% and Cohort 2017's ELA pass rate by more than half, therefore AIM I did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

ELA Regents

As indicated in the tables below, 55% of students in the 2019 Cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 14 students earned a Regents exemption and one student earned a special appeal. Therefore, 87% 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	46	38%	36	45%	35	43%
2019	48	10%	49	22%	30	55%
2020	39	8%	56	19%	41	46%
2021	27	4%	42	5%	27	11%
2022			8	25%	10	10%
2023					4	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/ Exempted/Special Appeal
2018	35	16	1	9	74%
2019	30	14	1	11	87%
2020	41	5	4	17	63%
2021	27	0	0	3	11%
2022	10	0	0	1	10%
2023	4	0	0	0	0%

Lexile Growth

None.

Reading Intervention Lexile Growth

None.

ELA Regents Growth

None.

ACTION PLAN

AIM I has transitioning to Urban Dove IV for school year 2024-25. Urban Dove IV 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 I switched from using the New Visions' Curriculum that it had used in the past to the Illustrative Mathematics Curriculum that New Visions now refers to and promotes. This new curriculum is a researched based high-quality instructional curriculum that is problem-based, fully aligned to math standards and practices as well as being fully aligned to college and career ready standards. The Illustrative Mathematics Curriculum provides the following resources:

- **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** designed to help students develop deep understanding of mathematical concepts, build fluency with procedures and solve mathematical problems that reflect their lived experiences.
- **Lesson Plans** include narratives that describe the mathematical work that will unfold with activities that include a synthesis that assists the teacher with ways to help students incorporate new insights gained into their big-picture understanding.
- **Teacher-Facing Resources** support teachers to develop, refine, and reflect on instructional practices.
- **Student Tasks/Activities** differentiated and consisted of a variety of opportunities for students to master content as well as opportunities for refinement. Also included is guidance with regards to common student misconceptions as well as how to mitigate these misconceptions.
- **Mathematical Language Routines** to support academic language development for all learners. These routines also provide opportunities for ELLs/MLLs to engage in the specialized academic language demands of reading, writing, speaking, listening, conversing, and representing in math.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress. These assessments also help create clear pathways to address student outcomes.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

AIM I continued to partner with ANet this past year. Math teachers continued to use the ANet Quiz Tool, which provides rigorous assessment questions and tasks, to create and administer both formative and summative assessments. ANet interim assessments were also given to students at the end of each trimester to assess their progress with the key skills and concepts related to the curriculum.

Additionally, AIM I continued its partnership with the Modern Classroom Project (MCP), which provides a Teacher Mentorship Program, in which AIM I teachers were required to participate in. The instructional leadership team continued to use MCP's Implementations Rubric to identify which core area of our Self-Paced Blended Mastery Model should be the focus for the school year.

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	51	2	19	39%
2017	2022-23	27	5	7	32%
2018	2023-24	35	2	14	42%

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.

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	125	75	68%
2022-23	133	77	73%
2023-24	123	61	61%

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 Programmed for Mathematics Intervention	Number of Students Programmed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2021-22	97	62	60%
2022-23	113	49	67%
2023-24	96	50	64%

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 publicly 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	51	2	19	39%
2017	2022-23	27	5	7	32%
2018	2023-24	35	2	14	42%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2023-24, AIM I achieved three of the four measures with data available in the high school mathematics 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 safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	NO
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	N/A

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

	exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	YES
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	YES
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

Forty-two percent of students in AIM I'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. Although AIM I fell short of meeting this measure by eight percentage points there was a 10 percentage point increase from last year. In addition, it should be noted that a total of 16 students, two with no valid score and 14 who had previously sat for the exam, earned a Regents exemption. Therefore, 86% of students in Cohort 2018 met the math Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on math Regents exams. Teachers used baseline assessments and January/mock Regents to determine which standards students struggled with and which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to student needs.

Star Math Growth

Sixty-one 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 and exceeding this measure by one percentage point.

All students are programmed for a math class and as a result, are provided universal intervention via our AIM I Blended Self-Paced Mastery Model. In this model, students are grouped based on their Star Math grade level equivalency and provided the appropriate support in small group instruction. Students received ongoing formative assessments via mastery checks and mastery assessments via the ANet Quiz Tool, which provides more rigorous assessments to push students' skill levels within the math class. Furthermore, the data from these assessments were used to further support students in refining their understanding of the concepts that they did not master on a daily basis. Additionally, the math team conducted a formal data dive on the respective course baselines as well as January Regents and mock Regents. The analysis conducted on these data sets were used to create action plans for Trimesters 2 and 3, which were used by the team to support, inform, and tailor instruction to student needs.

Math Intervention Growth

Sixty-four percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure and exceeding it by 14 percentage points.

In addition to our AIM I Blended Self-Paced Mastery Learning Model, ANet interim assessments and the action planning process, teachers continued to utilize Renaissance's Freckle Math within math classes. Students were given targeted assignments via Freckle, which is an adaptive practice and differentiated targeted practice system. Furthermore, this system is connected to the Star Math assessment and provides this practice to students based on their assessment score. Teachers provided this level of support to individual students and the implementation plan for these could be found in the action plans created from the action planning process. Teachers were able to proactively build in supports for students who scored below grade level on the Star Math assessment and then were able to enrich students who struggled to show mastery on classroom assessments.

Math Regents Growth

Forty-two percent of students in AIM I’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 I’s Cohort 2017’s math pass rate was 32%, 18 percentage points below the goal of 50%. Cohort 2018 reduced the gap between 50% and Cohort 2017’s ELA pass rate by more than half, therefore meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents

As indicated in the table below, 28% of students in the 2019 Cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 22 students earned a Regents exemption. Therefore, 90% 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	46	40%	36	35%	35	42%
2019	48	18%	49	17%	30	28%
2020	39	6%	56	9%	41	17%
2021	27	4%	42	8%	27	17%
2022			8	0%	10	10%
2023					4	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2018	35	16	0	14	86%
2019	30	22	0	5	90%
2020	41	25	4	5	83%
2021	27	7	3	4	52%
2022	10	0	0	1	10%
2023	4	0	0	0	0%

²² Percent passing among students with valid score

²³ Percent passing among students with valid score

Star Math Growth

None.

Math Intervention Growth

None.

Math Regents Growth

None.

ACTION PLAN

AIM I has transitioning to Urban Dove IV for school year 2024-25. Urban Dove IV 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 I 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, 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.

In the 2023-24 school year, the science department undertook the task of ensuring that students were prepared to master key living environment and earth science standards. Science teachers met to discuss the standards and design their curriculum around the key standards. Formative and summative assessments administered to students were aligned to these standards with the added resource of professional development and instructional coaching geared towards analyzing data to inform instruction.

With the support of a New Visions coach, the science department administered mock Living Environment and Earth Science 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 regard to Regents and thus help them prepare for the next rendition. This data also helped students and teachers identify the areas with the greatest opportunity for growth to ensure students were set up for success on the Regents exams.

In addition, the science department worked with an external consultant to further develop the AIM I Blended Self-Paced Mastery Instructional Model. All AIM I teachers were required to take the Modern Classroom Project free online course to further enhance the model with researched-based best practices for mastery and self-paced learning. Last year, the consultant was able to refine teacher understanding of key components, specifically regarding mastery-based grading; defined mastery checks and assessments; student mastery progress; revision, reassessment, reflection, and mastery cycles; differentiated mastery checks and assessments; and student self-reflection. Teachers also participated in workshops the external consultant provided to hone their skills in developing appropriate teaching

videos and guided notes in their slide decks and public and student-facing trackers to monitor student progress.

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 2017, 2018, 2019 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	51	4	14	30%
2017	2022-23	27	4	8	35%
2018	2023-24	35	11	5	21%

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.

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](#).

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2023-24, AIM I 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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Twenty-one percent of students in AIM I’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 I fell short of meeting this measure it should be noted that a total of 24 students, 11 with no valid score and 5 who had previously sat for the exam, earned a Regents exemption. Therefore 83% of students in Cohort 2018 met the science Regents requirement for graduation.

Although AIM I did not meet this measure, there were several focus areas with the intent of improving student outcomes on science Regents exams.

Continuing from last year we worked with the New Visions Curriculum & Instruction team to incorporate mock Regents and action planning with the science and social studies departments to mimic the work our ELA and math departments were doing with ANet, we administered mock Regents at the end of Trimesters 1 and 2, and students sat for the Regents at the end of Trimester 3. Science teachers used the data from the mock Regents to action plan: teachers looked at priority standards, based on the Living Environment and Earth Science Regents, and determined which standards were mastered and which were not on a whole. Teachers also looked at student-level data to determine which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to students’ needs. The science team also spent time working with its coach to develop their understanding and use of Webb's Depth of Knowledge (DOK) to create more effective tasks, prompts, and questions.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

As indicated in the table below, 17% of students in the 2019 Cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 25 students earned a Regents exemption. Therefore, 93% of students in Cohort 2019 have met the science Regents requirement for graduation prior to the start of their sixth year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	46	25%	36	21%	35	21%
2019	48	5%	49	12%	30	17%
2020	39	3%	56	8%	41	16%
2021	27	4%	42	3%	27	18%
2022			8	0%	10	0%
2023					4	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2018	35	24	0	5	83%
2019	30	25	1	2	93%
2020	41	23	2	4	71%
2021	27	6	0	4	37%
2022	10	0	0	0	0%
2023	4	0	0	0	0%

ACTION PLAN

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

²⁶ Percent passing among students with valid score

²⁷ Percent passing among students with valid score

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 I 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.
- **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.

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 provides students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Additionally, AIM I continued its partnership with the Modern Classroom Project (MCP), which provides a Teacher Mentorship Program, in which AIM I teachers were required to participate in. The instructional leadership team continued to use MCP's Implementations Rubric to identify which core area of our Self-Paced Blended Mastery Model should be the focus for the school 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	51	8	4	9%
2017	2022-23	27	9	8	44%
2018	2023-24	35	19	3	19%

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 I 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.

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

Nineteen percent of students in AIM I’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 I fell short of meeting this measure it should be noted that a total

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](#).

of 22 students, 19 with no valid score and eight who had previously sat for the exam, earned a Regents exemption. In addition, four students earned a special appeal. Therefore 83% of students in Cohort 2018 met the social studies Regents requirement for graduation.

Although AIM I did not meet this goal, there were several focus areas with the intent of improving student outcomes on the SS Regents exam.

Social studies teachers utilized the Action Planning Process from the previous school year. Teachers used baseline assessments and January/mock Regents to determine which standards students struggled with and which students had not mastered a particular standard. Teachers then planned what level of support and instructional strategies would be utilized to help students be successful with the standard. Lastly, teachers used this action plan to adjust instruction to be responsive to student needs.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies Regents

As indicated in the table below, 69% of students in the 2019 Cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 18 students earned Regents exemptions and three students earned a special appeal. Therefore, 100% of students in Cohort 2019 have met the social studies Regents requirement for graduation prior to the start of their sixth year.

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	46	4%	36	6%	35	19%
2019	48	6%	49	40%	30	69%
2020	39	3%	56	18%	41	42%
2021	27	0%	42	3%	27	12%
2022			8	0%	10	0%
2023					4	25%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number with Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2018	35	22	4	3	83%
2019	30	18	3	9	100%
2020	41	7	4	15	63%
2021	27	1	0	3	15%
2022	10	0	0	0	0%
2023	4	0	0	1	25%

³⁰ Percent passing among students with valid score

³¹ Percent passing among students with valid score

ACTION PLAN

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

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	Good Standing
2022-23	Comprehensive School Improvement
2023-24	Comprehensive School Improvement

ADDITIONAL CONTEXT AND EVIDENCE

AIM I’s ESSA accountability status for 2023-24 is Comprehensive School Improvement, therefore not meeting this measure.

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