



**New Visions  
AIM Charter High School II**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Tameka Jackson, Principal, Melissa Marcus, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Sharon Hayes	Member
Garrett Lynch	Chair
Musa Ali Shama	Secretary
Vikas Shoor	Member

**Tameka Jackson has served as the principal since August 2017.**

## SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, was reopened in August 2017 by New Visions Charter Management Organization with students in grades 9-12.

### Mission

New Visions AIM Charter High School II 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 postsecondary academic or work preparatory program.

### Student Population

Located in the South Bronx, AIM II serves over-aged, under-credited youth, defined as students who are at least one grade behind their age cohort. Students who enroll are at least 15 years old, have completed 7<sup>th</sup> grade, and been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice system, the foster care system and/or child welfare system, and homeless or runaway youth. As of BEDS day 2019, 217 students were enrolled in AIM II. Of these students:

- 96% are Black or Latino
- 91% are economically disadvantaged
- 43% are students with disabilities
- 6% are English Language Learners

### Key Design Elements

New Visions AIM Charter High Schools ensure the success of the students who they serve by an intentionally engineered, tightly organized and highly personalized set of academic experiences complemented by robust and integrated socioemotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements and successful planning and transition into postsecondary academic or work preparatory programs. These core elements are as follows:

- Evidence based and technology enabled administrative systems;
- Defined post-secondary pathways, including:
  - Direct partnerships with post-secondary programs
  - Post-secondary planning foundations;
  - Pathway specific post-secondary preparation;
  - Outcome tracking; and
  - Alumni support;
- Intensive and personalized academic supports, including:
  - Program assignment based on comprehensive diagnostic assessments;
  - Evidence based instructional design; and
  - Extended day academic supports;
- Flexible and personalized academic programming;
- Advisors for students, including:
  - Single point of contact with families;
  - Productive behavior management; and
  - Support for regular attendance; and
- Intensive and integrated socioemotional supports.

## Remote Learning Spring 2020

The school made programmatic changes to our schedule in response to remote learning. Each subject area had a designated time once a week for live Zoom sessions with their classes in addition to offering office hours. Google classroom was our main platform with teachers updating asynchronous lessons daily to aid student learning.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year as of BEDS day

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200
2019-20	63	68	51	35	217

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9<sup>th</sup> grade. For example, the 2014 Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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 30<sup>th</sup> of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2013	32	0	32
2019-20	2014-15	2014	28	0	28

## 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 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> 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 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> 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)
2017-18	2012-13	2012	20	76	96
2018-19	2013-14	2013	31	76	107
2019-20	2014-15	2014	25	87	112

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

#### Goal 1: Leading Indicator

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

#### METHOD

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

#### RESULTS AND EVALUATION

Forty-nine percent of students in their first year at AIM II, who were enrolled as of BEDS day and remained enrolled through June 30, 2020, earned at least ten credits, therefore not meeting this measure. Although AIM II did not meet this measure, the percentage of first year students earning ten or more credits increased five percentage points from last year. It is also notable that there were 18 more first year students this year compared to last year.

AIM II revisited and implemented changes to a few key structures over the course of the 2018-19 school year, which resulted in modest gains in credit accumulation, Regents passing, and graduation. Building on structures laid in the 2017-18 school year, two of the system changes made, which impacted first year students included the implementation of a more comprehensive intake process and utilizing a House programming model.

AIM II's thorough intake process includes an intake welcome conversation with the student and family; intake survey to assess student barriers; intake interview to get a better understanding of the student and his/her needs; and a social emotional assessment to assess the student's overall well-being, capacity, self-motivation and resiliency. Based on the results from the social emotional assessment, intake interview, and survey process an intervention plan is developed. In addition, a list of goals is developed to identify the student's academic resiliency and/or early warning indicators. Goal-setting is at the forefront of this process and helps gauge the overall development of each student.

As a transfer school, AIM II accepts students with a limitless combination of credits earned, the majority of which have passed zero Regents exams at entry. Due to the wide ranging academic needs and varied ages at entry, AIM II is not organized around traditional grade levels. Students are placed in one of a three House system based on their credit level and Regents exam attainment at the beginning of each school year. The Base Camp, Peak, and Summit Houses each have a programmatic focus, this includes coursework which culminates in the passing of two required Regents exams.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

During school year 2019-20, we implemented an on-track, off track system for targeting outreach to seniors. Every member of the leadership team took ownership for our potential graduates and completed targeted outreach so students were clear on what they needed and where they stood.

Percent of Students in their First Year at AIM II Earning at least Ten Credits in 2019-20

School Year	Number of Students in Their First Year at AIM II	Percent Earning at least Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%

### ADDITIONAL EVIDENCE

The challenge of chronic absenteeism, a measure of student disengagement, has the greatest impact on an individual student's ability to earn credits. The school continues to provide support and coaching to all staff in order to build the tools and structures needed to re-engage young people into the school community as well as in their own learning. Instructional staff receive ongoing support and coaching in the areas critical to student reengagement including differentiation, content relevance, and relationship building. AIM II has also provided training to its counseling staff on student reengagement strategies beyond family outreach.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skill, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and workshops. In an effort to support the House Model, Camp Day's were held for Base Camp students, Peak students, and Summit Camp students prior to remote learning.

Prior to remote learning, the postsecondary team facilitated two family workshops: Preparing for College /College Preparation and FAFSA Support. In person family workshops were suspended due to school closure. Continuation of these support took place in the graduation on track/graduation off track meetings.

Graduation off track meetings/graduation on track meetings took place with seniors, parents /Guardians, and the postsecondary team to address academic barriers to graduation along with social emotional learning barriers leading to graduation off track contracts. Virtual meetings continued throughout trimester 3.

During the transition to remote learning the Primary Point Person had scheduled check in meetings with students twice a week. The check-ins were scheduled with students to ensure students owned

their meeting times and confirmed the best time available to speak with their Primary Point Person taking into account the many challenges they are faced within the home and community environment. Parent/Guardians outreach took place on a weekly basis during remote learning to ensure partnerships between the school community and parents/guardians where academic barriers/success and social emotional barriers/success were addressed. Virtual weekly workshops for students were facilitated through trimester 3 and summer school which included: social emotional learning anime workshops; podcast workshops addressing social emotional learning, pandemic challenges, along with current issues “today’s” times; postsecondary workshops including college preparation and career readiness. In addition to virtual student workshops, AIM II held virtual family workshops twice a month through the end of the school year including topics such as; ways to manage and reduce stress, self-care for parents/families, and social emotional learning coping.

In addition, the student support team made daily outreach to students who were struggling with attendance during remote learning along with academic challenges. In addition, to the student support daily outreach, students were engaged via social media daily lunch time lives. During daily social media lives via Instagram live the student support team facilitated weekly student challenges along with career exploration through live career interviews with direct people who work in different fields.

During the transition to remote learning, we attempted to keep students engaged by revising our schedule, allowing for more teacher outreach and one on one office hour opportunities. We also revised our grading policy in an effort to make it more equitable during this time.

#### Goal 1: Leading Indicator

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

#### METHOD

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

#### RESULTS AND EVALUATION

Forty-nine percent of students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2020 earned at least eight credits. Although AIM II fell short of meeting this measure, the percentage of returning students earning at least eight credits increased eight percentage points from last year.

As described in the measure above, AIM II has engaged in a programming model that meets the broad academic and course needs of a diverse student population with a great deal of social emotional needs. One aspect of the House system which was enhanced over the course of the school year was the consistent planning and implementation of culture building activities centered



around the three student houses. There was a deliberate focus on welcoming returning students back into a slightly new environment, where credit and Regents progress were more visible and tangible for students. The House structure also facilitated the sense of three smaller communities with common goals, within the larger community, and facilitated the differentiation of SEL supports for these different groups. Base Camp students were programmed in 90 minute math and English block periods, to allow for more skill building and focus on those core subject areas.

## Percent of Students Who Have Been at AIM II for More Than One Year Earning at least Eight Credits in 2019-20

School Year	Number of students who have been at AIM II more than one year	Percent Earning at least Eight Credits
2017-18	136	29%
2018-19	94	41%
2019-20	91	49%

### ADDITIONAL EVIDENCE

AIM II saw an overall increase in the percentage of students who earned at least eight credits. The transition to remote learning affected credit accumulation slightly, causing a slight decrease in trimester 3. Many of our students did not have proper devices.

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance for students in their first year at AIM II. This measure requires that 80 percent of students in their first year at AIM II who were enrolled as of BEDS day be retained through June 30<sup>th</sup> of 2020.

### RESULTS AND EVALUATION

Eighty-six percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2020. AIM II met this measure and exceeded it by six percentage points.

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a primary person model, where each student is assigned a counselor and an advocate counselor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

## Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%
2019-20	86%

## ADDITIONAL EVIDENCE

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and workshops. In an effort to support the House Model, Camp Day's were held for Base Camp students, Peak students, and Summit Camp students prior to remote learning.

Prior to remote learning, the postsecondary team facilitated two family workshops: Preparing for College /College Preparation and FAFSA Support. In person family workshops were suspended due to school closure. Continuation of these support took place in the graduation on track/graduation off track meetings.

Graduation off track meetings/graduation on track meetings took place with seniors, parents /Guardians, and the postsecondary team to address academic barriers to graduation along with social emotional learning barriers leading to graduation off track contracts. Virtual meetings continued throughout trimester 3.

During the transition to remote learning the Primary Point Person had scheduled check in meetings with students twice a week. The check-ins were scheduled with students to ensure students owned their meeting times and confirmed the best time available to speak with their Primary Point Person taking into account the many challenges they are faced within the home and community environment. Parent/Guardians outreach took place on a weekly basis during remote learning to ensure partnerships between the school community and parents/guardians where academic barriers/success and social emotional barriers/success were addressed. Virtual weekly workshops for students were facilitated through trimester 3 and summer school which included: social emotional learning anime workshops; podcast workshops addressing social emotional learning, pandemic challenges, along with current issues "today's" times; postsecondary workshops including college preparation and career readiness. In addition to virtual student workshops, AIM II held virtual family workshops twice a month through the end of the school year including topics such as;

ways to manage and reduce stress, self-care for parents/families, and social emotional learning coping.

In addition, the student support team made daily outreach to students who were struggling with attendance during remote learning along with academic challenges. In addition, to the student support daily outreach, students were engaged via social media daily lunch time lives. During daily social media lives via Instagram live the student support team facilitated weekly student challenges along with career exploration through live career interviews with direct people who work in different fields.

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance for all students at AIM II. This measure requires that 70 percent of all students at AIM II who were enrolled as of BEDS day be retained through June 30<sup>th</sup> of 2020.

### RESULTS AND EVALUATION

Seventy-eight percent of all students who were enrolled as of BEDS day were retained through June 30, 2020. AIM II met this measure and exceeded it by eight percentage points.

As described in the measure above, the school strived to create an atmosphere that was welcoming and supportive. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and workshops. In an effort to support the House Model, Camp Day's were held for Base Camp students, Peak students, and Summit Camp students prior to remote learning.

Prior to remote learning, the postsecondary team facilitated two family workshops: Preparing for College /College Preparation and FAFSA Support. In person family workshops were suspended due

to school closure. Continuation of these support took place in the graduation on track/graduation off track meetings.

Graduation off track meetings/graduation on track meetings took place with seniors, parents /Guardians, and the postsecondary team to address academic barriers to graduation along with social emotional learning barriers leading to graduation off track contracts. Virtual meetings continued throughout trimester 3.

During the transition to remote learning the Primary Point Person had scheduled check in meetings with students twice a week. The check-ins were scheduled with students to ensure students owned their meeting times and confirmed the best time available to speak with their Primary Point Person taking into account the many challenges they are faced within the home and community environment. Parent/Guardians outreach took place on a weekly basis during remote learning to ensure partnerships between the school community and parents/guardians where academic barriers/success and social emotional barriers/success were addressed. Virtual weekly workshops for students were facilitated through trimester 3 and summer school which included: social emotional learning anime workshops; podcast workshops addressing social emotional learning, pandemic challenges, along with current issues “today’s” times; postsecondary workshops including college preparation and career readiness. In addition to virtual student workshops, AIM II held virtual family workshops twice a month through the end of the school year including topics such as; ways to manage and reduce stress, self-care for parents/families, and social emotional learning coping.

In addition, the student support team made daily outreach to students who were struggling with attendance during remote learning along with academic challenges. In addition, to the student support daily outreach, students were engaged via social media daily lunch time lives. During daily social media lives via Instagram live the student support team facilitated weekly student challenges along with career exploration through live career interviews with direct people who work in different fields.

During the transition to remote learning, every teacher had a specific day to outreach to students to encourage them to attend and complete their assignments. When this was done regularly, attendance in remote learning improved.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%

### ADDITIONAL EVIDENCE

The retention rate for the school year 2019-20 did not increase from the prior year, but increased two percentage points from the first year. AIM II’s transition to remote learning due the COVID-19 pandemic resulted in a retention reduction. AIM II found that 162 students did not have a laptop, desktop or tablet to do work remotely. AIM II found that 176 students did not have internet access or their access was unreliable. AIM II was able to provide 52 devices to students while 33 students had their own device and 106 students relied on their smartphones which was not ideal. For school

year 2020-21 AIM II is moving to 1:1 device model. These technology challenges directly contributed to the retention reduction for SY 19-20. Additional contributing factors were disengagement of students from the remote learning environment despite aggressive outreach from counselors, advisors and teachers. Interestingly, some disengaged students prior to COVID-19 closure actually engaged and thrived in the remote learning environment. Students were impacted by family illness, death and food insecurity which also contributed to retention reduction.

#### Goal 1: Absolute Measures

Each year, 65 percent of students in the fourth year high school Total Graduation Cohort 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 serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored 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 the June 2020 and August 2020 administrations of the Regents exams, for the most recent fourth year cohort schools should report the percentage of students who either passed or were exempted from at least two exams. In August of 2020, the 2016 cohort will have completed its fourth year.**

#### RESULTS AND EVALUATION

Forty-seven percent of students in the 2016 cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students or were exempted from at least two of the five exams required for graduation. Although AIM II did not meet this measure there was a nine percentage point increase from last year. The shift in Regents preparation, closing the education gaps of our students, and implementation of the AIM House Model with targeted interventions gave students a chance to succeed and meet this measure.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams (including exemptions from June/August 2020)
2017-18	2014	101	19%
2018-19	2015	89	38%
2019-20	2016	117	47%

## ADDITIONAL EVIDENCE

Even through the pandemic, AIM II was able to graduate more students than ever before. Due to the cancellation of the Regents exams, many of our students were able to receive exemptions for these exams, mainly algebra and living environment. With this, next year we have a possible 55 graduates.

### 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 in the high school Graduation Cohort: those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and graduated six years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

## RESULTS AND EVALUATION

Nineteen percent of students in AIM II's 2014 cohort, graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2014 cohort was two percentage points higher than cohort 2013's graduation rate.

The AIM House Model, which was rolled out at the start of the 2018-2019 school year, contributed to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

In addition, AIM II utilized strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last year. School staff can now look at the same data and make collective

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

- Active students had graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June. (prior to COVID-19)
- Active students were scheduled to earn 4 core course credits in each trimester of the school year.

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%

### ADDITIONAL EVIDENCE

Given that students enter AIM II 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 school year, AIM II increased the number of graduates from twenty-seven students graduating in SY18-19 to 46 students graduating in SY19-20.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46

In addition, it is notable that cohort 2015's graduation rate at the end of five years is 30.9%, already exceeding cohort 2014's sixth year graduation rate.

### Goal 1: Absolute Measures

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

### METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1<sup>st</sup> of the reporting

year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

## RESULTS AND EVALUATION

AIM II's 2014 cohort had a persistence rate of 20%, therefore not meeting the measure.

Over the last two school years staff focused on their outreach efforts and tracking recent alumni and plan to continue providing structured engagement and postsecondary opportunities for graduates. Under New Visions, the school has real time data about all students, active, graduated and discharged, from ATS, which allows the school to be proactive. This ability has resulted in a slight increase in persistence rate, because when students were identified as at-risk, an advisor reached out to provide support, references, and hands on assistance to other educational programs.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%
2019-20	2014	20%

## ADDITIONAL EVIDENCE

AIM II graduated more students this year than ever before, despite the challenge of remote learning. Grad plans are reviewed on a trimester basis and the student support team has individual meetings to ensure students are aware of their progress. Targeted senior meetings also take place as on track or off track.

### Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2019-20, AIM II achieved two of the seven measures in the high school graduation goal. One measure was not applicable for school year 2019-20.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved



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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 II for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM II who were enrolled as of BEDS day will be retained through June 30 <sup>th</sup> of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Absolute	Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least a 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.	Not Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.	Not Achieved
Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	N/A

### ACTION PLAN

AIM II plans to continue to establish and foster a welcoming school environment and culture, characterized by rigorous classroom experiences and targeted programs for students. Our AIM is to help students champion life's barriers and transform into productive citizens within our society. AIM II will continue to focus on meeting all measures under the high school graduation goal of our accountability plan and work towards success in the following ways:

#### House Model

As previously stated, the AIM House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation. During the 2020-21 school year we plan to continue refining the House programming structure, deepening the differentiation of the instructional program, and building on this incremental growth. Students in Base Camp will be enrolled in 90 minute ELA and math blocks, increasing the uninterrupted instructional time needed to provide foundational academic and social emotional skills. These students only had to focus on three subjects instead of four, easing their load but allowing them to improve their skills.

Students will receive instructional preparation prior to taking all Regent exams either through scheduled coursework and/or through additional preparatory activities. Individual student schedules will reflect credit needs, academic needs, and social-emotional learning needs.

AIM II will continue to have dedicated time for professional development and department meetings. These will occur on a weekly basis. Professional development will continue to revolve around our instructional foci of skilled mini lessons and routines.

#### Expanded Counseling Department

AIM II counseling department continues to provide social emotional supports and other services

necessary to support the unique needs of students attending AIM II as outlined below:

- Primary Person Model - AIM II has implemented and managed a primary person model
- House Model - AIM II has implemented a wrap around service model to provide higher level of interventions for students with additional levels of needs. While each student is assigned a Primary Point Person, we have expanded the model to have a designated licensed master level social worker for each camp resulting in a student and parent/guardian having direct access to a licensed master level social worker.
- School culture and social emotional learning development - AIM II has partnered with Urban Assembly to build the school's capacity to ensure that all staff and students receive relevant experiences and purposeful instruction to develop the social emotional competencies that impact students' success in school, work, and life.
- Coordinate work based learning and internship opportunities for students and alumni through the T2C (Transfer to Career) Collaboration with both The Knowledge House and Hope Program.
- Alumni postsecondary support provided by an identified member of the postsecondary team at AIM II.
- Systems to manage and coordinate access to ancillary support services - coordination of support partners to ensure effective management.

## GOAL 2: POSTSECONDARY OUTCOMES

### GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

AIM II seniors are placed in Summit Camp House and assigned a postsecondary school counselor. Through the Summit Camp House students are assigned to an advisory class every trimester, which focuses directly on supporting postsecondary planning, including the college exploration/application/acceptance process. In addition to college planning, career exploration and planning is embedded into the curriculum for advisory to support those with non traditional pathways. In addition to advisory class, students are scheduled to meet with their assigned postsecondary counselor twice a week to allow for additional one on one postsecondary support. Parent/Guardian outreach is scheduled on a weekly basis to provide the parent/guardian with additional postsecondary planning support if needed. Further, postsecondary planning workshops are held throughout the school year for both students and parents. Workshops offered include, FAFSA application assistance, CUNY application assistance, and Career Exploration.

Xello is an engaging, online program that helps K-12 students define their future goals and transform their aspirations into actionable plans for success. The program puts students at the center of their college and career planning experience. Xello is utilized to help students understand their future academic and career possibilities. Through the use of Xello, students are able to discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.

In school year 2019-2020 AIM II college and career exploration began at the time of enrollment and was expected to continue throughout the school year. Remote learning impacted the continuation of College and Career exploration for both Peak camp and Base camp. Prior to remote learning Peak Camp and Base Camp began to utilize the online program Xello assessments to define their future college and career goals.

AIM II formed partnerships with: Universal Technical Institute, Carsten Institute, Coop Tech, Borough of Manhattan Community College, SUNY Bronx Educational Center, Monroe College, and West Point Army School and Training.

### Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

### METHOD

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

## RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for students who graduated in school year 2019-20 was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment. This metric will be updated once the data becomes available.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

School Year	Cohort	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	2012	12	25%
2018-19	2013	27	24%
2019-20	2014	46	TBD

## ADDITIONAL EVIDENCE

In school year 2019-2020 postsecondary planning and support was directly delivered through advisory classes. Postsecondary Labs were offered during lunch times and after school for students to receive additional application support in addition to the weekly meetings with their postsecondary counselor and various support throughout the year.

AIM II is part of a multischool and multiple organization initiative focused on developing targeted career pathways through partnerships with workforce development organizations in the Bronx community.

As part of a three year project, AIM II is working with the HOPE program and The Knowledge House, both local workforce development organizations with sector-based training and placement, to build career readiness for students at AIM II in the following three phases: career awareness and exploration (self-assessments, interviewing skills, networking, career research and exploration), advanced career development (work-based learning experiences like internships, job shadowing, organization and industry site visits), and sectoral postsecondary training (coding, web design, tech support, green maintenance and construction). The School Design Team, consisting of AIM II staff and the workforce partners and JobsFirstNYC coaches, met every two weeks to build the structure for delivering career readiness, the details of implementation, and outcomes.

The 2020-2021 school year will focus on transitioning the developed structure and process of work for AIM II and the workforce partners to remote learning. Due to remote learning, AIM II and the partnership will work to develop a model that supports online instruction with potential access to remote placement.

The tracking of postsecondary data by cohort year is an ongoing challenge due to the varying graduation years of our students and transient nature of our population. In order to address these challenges in the 2019-2020 school year a designated school counselor was assigned as the point person for alumni contact and follow up. Alumni contact and follow up included monthly outreach

to alumni. In addition to the monthly outreach AIM II was in the process of implementing alumni postsecondary support events to take place once per trimester. Due to the pandemic AIM II was only able to host one alumni postsecondary event. The event included presentations of workforce partners and transitional skills and resources, and a round table for alumni to provide input for future events. Alumni voices were heard and they voted on the frequency of Alumni Postsecondary Support Events and suggested topics. In addition, AIM II and New Visions had a dedicated alumni relations manager who provided monthly open office hours for alumni at AIM II's school location. All AIM II alumni who have provided forwarding contact information are part of a listserv that receives an alumni newsletter that includes information on scholarships, workforce readiness programs, and other opportunities for engagement. Alumni outreach and postsecondary support continued virtually this past summer with college and career workshops along with one to one support.

Due to the pandemic referring students with Individualized Education Plan (IEP) to ACCESS - VR (Adult Career and Continuing Education Services-Vocational Rehabilitation), a NYSED program which provides long term support for their postsecondary plans was a major challenge for AIM II.

For school year 2020-2021, AIM II has a dedicated student academic advisor who is the assigned alumni contact person. During remote learning this fall, postsecondary alumni support will continue to take place virtually through one to one support, office hours, and workshops. Alumni outreach will continue to take place on a monthly basis with workshops offered once per trimester.

Below is additional information regarding college applications and acceptances, scholarships awarded, and vocational programs for AIM II students during school year 2019-20.

#### Total Applications and Acceptances

	<b>Total Applicants</b>	<b>Students Accepted to at Least 1 School</b>
<b>CUNY</b>	34 Students	12 Students*
<b>SUNY</b>	6 Students	3 Students *

<b>Students Accepted to 6 Schools</b>	1 Student*
<b>Students Accepted to 5 schools</b>	1 Student *
<b>Students Accepted to 4 schools</b>	4 Students *
<b>Students Accepted to 3 schools</b>	2 Students *
<b>Students Accepted to 2 schools</b>	3 Students *

\*COVID -19 impacted obtaining of information

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Applications & Acceptances for the 2019-2020 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Clinton Community College	Alfred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Erie Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Oswego
Queensborough Community College	John Jay College	SUNY Adirondack Community	SUNY Oneonta
Kingsborough Community College	York College	Dutchess Community College	SUNY Canton
	Medgar Evers College	SUNY Broome Community College	University at Buffalo
	Baruch College	Onondaga Community College	Binghamton University
			Fisher College
			SUNY Plattsburgh
			SUNY Cortland

Vocational Training Programs	Specific Program/ Trade
Mosholu Montefiore Community Center	Culinary Arts Training Program
Universal Technical Institute	Technician
The HOPE Program	OSHA certification, Construction
Knowledge House	Technology

### Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.

### METHOD

The school administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Workforce Ready Employability Assessment. This exam assesses 10 work readiness competencies aligned with the CDOS learning standards. The assessment cut score is 73%. This measure examines the percent of the Accountability Cohort that achieved at least a 73% on the exam by the completion of their sixth year in the cohort.

## RESULTS AND EVALUATION

Forty-three percent of students in AIM II's 2014 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II's 2014 cohort demonstrating proficiency of CDOS learning standards was 15 percentage points higher than the 2013 cohort.

During the infancy stages of implementing this career readiness assessment, the focus was on tailoring the training and necessary skills for students in Summit to be proficient. In school year 2019-2020 we expanded the focus to both Peak and Base Camp students. All camps for the 2019-2020 school year began to use Xello assessments to explore college and career pathways. For school year 2020-2021, college and career readiness will be included in advisory classes to include key targeted milestones for each particular camp. The use of Xello for the 2020-2021 will continue to include completion of college and career assessment and will expand to include targeted assignments and key milestones in advisory classes.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%
2019-20	2014	28	43%

## ADDITIONAL EVIDENCE

Cohort 2015 already has 52% of students demonstrating proficiency of CDOS learning standards.

### Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.

## METHOD

The school will maintain a career readiness portfolio which will include a career plan, skills employability profile, resume, and other artifacts which reflect career readiness milestones.

Developing a career readiness portfolio should commence when a student first arrives at AIM II; this encourages self-reflection through the years as they review past goals and modify future goals as needed.

## RESULTS AND EVALUATION

Sixty percent of students planned to graduate in school year 2019-20 completed career readiness Xello assessment up until the shift to remote learning. Due to COVID - 19 and the shift to remote learning, we are unable to evaluate this measure. At the beginning of the school year all students in

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

all camps completed the Xello college and career interest profile, which Summit Camp utilized to drive conversations in one to one planning sessions, advisory sessions, and workshops. In addition to the above, college and career readiness transition portfolio preparation was discussed during graduation on track/graduation in jeopardy meetings.

The 2019-2020 school year was designed for students to work on college exploration and preparation for the first half of the school year with the second half of the school year preparing for career readiness activities. While career readiness is embedded throughout college exploration and preparation in advisory classes, one to one sessions, and workshops there were key career readiness lessons that were unable to be completed due to the shift to remote learning. Prior to remote learning, students were working towards creating their college and career transition portfolios which continued virtually but needed to be modified due to COVID-19.

As we begin the new school year remotely, AIM II is working towards implementing the use of the Xello online platform to house the artifacts needed for a digital/physical college and career transition portfolio.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	30	20%
2019-20	50	60% *

### ADDITIONAL EVIDENCE

*\*Due to COVID, all students were not able to complete the Career Readiness Portfolio, but all students were prepped throughout the 2019-2020 school year.*

### 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.



### SUMMARY OF THE POSTSECONDARY OUTCOME GOAL

In school year 2019-20, AIM II did not achieve any of the four measures in the postsecondary outcome goal. One measure was not applicable for school year 2019-20 and data was not available for two measures at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.	TBD
Absolute	Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.	Unable to Measure
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.	N/A

### ACTION PLAN

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her Primary Point Person. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. Seniors also participate in "Senior Meetings" where they are able to support each other through the sharing of plans, challenges, and expectations.

The postsecondary team at AIM II has partnered with the community workforce development organizations The Hope Program and Knowledge House as a part of their participation in the JFNY/NV Transfer to Career pilot. The organizations are collaboratively building out a Career Readiness Pathway which begins with Career Awareness and Exploration while in high school and bridges into sectoral training and ultimately employment. Students will be offered and engage in a continuum of work-based learning activities which prepare them for the world of work.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

#### Career Development and Occupational Studies Credential (CDOS):

AIM II will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) classes, AIM II students can better prepare for life after high school. These experiences may help shape students' future careers and interests

and are often a key part of a high-quality academic program. All AIM II students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success.

### **Advisory**

The school has established advisories to support youth while in school and after leaving AIM II, including work, postsecondary education and program options. Students will be exposed to on-the-job training programs and other related resources, including JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

AIM II also engaged students in college and career exploration this past school year, but was faced with challenges when creating virtual opportunities to continue the exposure for college and career exploration during remote learning.

- In person college exploration tours: Borough of Manhattan Community College and Fashion Institute of Technology.
- Virtual college tours: SUNY Oswego and Bronx Community College.

As we enter the 2020-2021 school year AIM II will continue to create and define a plan that includes virtual opportunities for students that includes the following:

- Postsecondary exploration virtual trips to CUNY Colleges and SUNY Colleges.
- Speakers from CUNY, SUNY and other organizations to speak to seniors about the programs offered at their campuses and locations.
- Summit camp students will participate in postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- Virtual “Post Secondary Labs” will continue to be held providing all students an opportunity to explore postsecondary pathways during non academic hours.
- Virtual Participation in Javits Center’s Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion will be explored during remote learning.
- Virtual exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House will be explored during remote learning.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### GOAL 3: English Language Arts

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

#### BACKGROUND

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

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **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.

In school year 2019-2020, AIM II worked with New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the ELA curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms.

In the switch to remote learning, we continued our work around literacy routines in all classrooms.

**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 administered 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) on the Regents Exam in English Language Arts (Common Core)<sup>2</sup> 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 June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 a score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students among the students who sat for the exam.**

**RESULTS AND EVALUATION**

Sixty-eight percent of students in AIM II's 2014 cohort 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). AIM II met this measure, exceeded it, and increased two percentage points from the previous year. In addition, it should be noted that three students, who had previously sat for the exam and were scheduled to resit for this exam in June or August, earned Regents waivers. Therefore 79% of students in cohort 2014 have met the ELA Regents requirement for graduation.

AIM II was able to meet this measure by providing January Regents preparation supports for all students during core content classes and external support after school. Prior to the January 2020 Regents administration, students needing additional support were scheduled for Regents prep courses during the school day. In addition, all ELA classes were co-taught, which allowed for more differentiation. AIM II also utilized a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were deemed at-risk.

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<sup>2</sup> Students in the 2012 and 2013 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort<sup>3</sup>

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)
2012	2017-18	17	0	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%

### ADDITIONAL EVIDENCE

As indicated in the table below, 58% of students in the 2015 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional nine students earned Regents exemption waivers. Therefore, 76% of students in cohort 2015 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 62% of students in cohort 2016 have passed or earned Regents waivers for the ELA Regents required for graduation.

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. For the first two trimesters, we implemented a 90 minute block period of ELA for Base Camp students, the collaboration between counselors and instructors served as an additional SEL support for students in the classroom setting. The added instructional time allowed for the inclusion of literacy skill building and a more responsive classroom.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>4</sup>
2014	54	46%	40	48%	28	68%
2015	43	14%	60	35%	46	58%
2016	26	4%	63	11%	60	38%
2017	18	11%	24	0%	62	22%
2018			19	0%	34	3%
2019					22	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	28	3	19	79%
2015	46	9	26	76%
2016	60	15	22	62%
2017	62	7	13	32%
2018	34	2	1	9%
2019	22	0	0	0%

<sup>3</sup> Based on the highest score for each student on the English Regents exam

<sup>4</sup> Percent passing among students with valid score

## Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

## Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring<sup>5</sup> according to their Lexile measures using the Performance Series 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 Performance Series Reading diagnostic assessment.

## RESULTS AND EVALUATION

Due to school closure this past spring AIM II was unable to administer the Performance Series assessment a second time and therefore cannot report out data for this measure.

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
2017-18	144	32	53%
2018-19	165	75	45%
2019-20	N/A	N/A	N/A

<sup>5</sup> Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set higher gain expectations for students who start off with a lower entering Lexile.

## ADDITIONAL EVIDENCE

At the start of school year 2019-20, AIM II set a goal to increase the percentage of students tested in the fall and spring. Below is the Performance Series testing administration for fall 2019.

AIM II Fall 2019 Performance Series Testing Administration			
Attd: YTD	N Enrolled Students	N Tested Fall Only (Admitted before 12/1)	% Tested Fall (Admitted before 12/1)
40% and Above	143	126	98%
Below 40%	92	56	90%
Total	235	182	77%

Unfortunately, the unprecedented quick shift to remote learning resulted in a number of barriers to administering the Performance Series assessment in a way that would make us confident that each student would have access to the online exam and that the data would be accurate and usable. Due to these concerns along with the concern for students' health and safety the New Visions network decided that all ten schools would not administer the Performance Series assessment in spring 2020.

Performance Series is not optimized for cell phones and works best on a laptop or desktop computer. However, during the spring we were not positioned to move to a 1-1 device program for students to ensure they each had a laptop or chromebook. Many students only had access to their cell phone (106 students) or had to share a computer with other family members (58 students). We placed orders for additional devices in March 2020 but due to the nation wide delay, we were not able to obtain the 65 devices that were ordered. These devices are now scheduled to be delivered October 2020. Another 100 devices were ordered in June and are also scheduled to be delivered in October 2020.

In addition to the challenges of transitioning to remote learning, the students we serve live in some of the hardest hit areas of the city. Many of our students were sick themselves and or were in a household with someone who was sick and needed to support their family. Learning to work remotely and care for family at the same time was overwhelming.

Despite these challenges AIM II staff continued to strategically collaborate to support students reading needs by:

- Chunking texts that were provided;
- Providing audio recordings; and
- Giving students opportunities to respond through writing or recording their responses.

Student progress in the core content classes was assessed through looking at student work and providing feedback and opportunities for revision.

At the end of last school year the network did a small pilot of administering Performance Series remotely to better understand the needs of students taking the assessment at home. Based on the pilot a set of training and guidance documents have been developed to support Performance Series administration for the fall.

**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.<sup>7</sup>

**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.

**RESULTS AND EVALUATION**

Due to school closure this past spring AIM II was unable to administer the Performance Series assessment a second time and therefore cannot report out data for this measure as intended.

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
2017-18	46	16	19%
2018-19	36	14	29%
2019-20	16	N/A	N/A

**ADDITIONAL EVIDENCE**

AIM II began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students' credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students Lexile growth.

The table below breaks out intervention students' Lexile growth on the Reading Inventory for Read 180. If a student met their expected growth, they made one year of Lexile growth. The table below displays the Lexile growth of students who were enrolled in Read 180 for one to two trimesters during the school year. Students can be moved in or out of reading intervention based on the following factors: attendance, Lexile growth, or credit needs for graduation.

Reading Inventory Lexile growth for students enrolled in Read 180 Prior to Remote Learning

Program	READ 180 (tier 2)		
Growth	N	Grew	Met Growth
AIM II	16	31%	19%



This data indicates that students at AIM II, with less than a year of in-person instruction, were able to demonstrate growth, and some students were able to achieve one year of growth. New Visions has reported out on student intervention growth prior to remote learning reflects reliable and accurate reading growth data.

At AIM II:

- 16 students were enrolled in Read 180 for 1-2 trimesters prior to remote learning.
- 31% of students enrolled in Read 180 for 1-2 trimesters prior to remote learning grew.
- 19% students enrolled in Read 180 for 1-2 trimesters prior to remote learning made one year of growth.

During school year 2019-2020, the New Visions instructional specialist for interventions supported AIM II by providing coaching to intervention teachers, reviewing school-wide Lexile and diagnostic data with school leaders, and identifying students who met AIM II's placement criteria for interventions. During coaching sessions intervention teachers reviewed Read 180 literacy data, reflected on their practice, and set goals to improve student outcomes in their course.

## 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 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 administered 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.

## RESULTS AND EVALUATION

AIM II's cohort 2014's ELA passage rate of 68% exceeds cohort 2013's ELA passage rate of 66%, therefore meeting this measure.

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

School Year 2017-18		School Year 2018-19		School Year 2019-20	
Cohort 2012		Cohort 2013		Cohort 2014	
Number in Cohort	ELA Passage	Number in Cohort	ELA Passage	Number in Cohort	ELA Passage
17	82%	32	66%	28	68%

## ADDITIONAL EVIDENCE

N/A

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2019-20, AIM II achieved two of the six measures in the high school English language arts goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 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.	Achieved
Absolute	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 Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the Performance Index ("PI") in English Language Arts of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.	N/A
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.	N/A
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 Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least a 55 using the safety net option for eligible students. After reaching 50% proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Achieved

## ACTION PLAN

AIM II is committed to meeting all measures in the English language arts goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II's instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize the potential. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. We will look at overall attendance, credit needs, and data on their ability to decode to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### GOAL 4: Mathematics

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

#### BACKGROUND

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

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

In school year 2019-20, AIM II worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the math curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialists supported school instructional leaders in coaching teachers around these routines.

AIM II also provided 90 min math blocks to our base camp students to bridge the gap to algebra. This additional instructional time allowed for more skill building.

To foster professional development, Math pedagogues were trained on all math curriculum and learning software. Additionally, leaders and teachers attended numerous professional development sessions provided by New Visions. The professional development was then turn-keyed at the school.

Finally AIM II offered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to conduct data analyses in order to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during State Exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them to prepare for the next rendition.

**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 June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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 a score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students among the students who sat for the exam.**

**RESULTS AND EVALUATION**

Fifty-four percent of students in AIM II's 2014 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore meeting this measure. In addition, it should be noted that five students, who had previously sat for the exam and were scheduled to resit for this exam in June or August, earned Regents waivers. Therefore 71% of students in cohort 2014 met the math Regents requirement for graduation.

As previously mentioned, Base Camp students and students who had not fulfilled the algebra I sequence, due to low performance and lack of mastery, were programmed for a 90 minute course, to provide an opportunity to master pre-algebraic concepts. In addition, IXL Math, a personalized online learning program, was utilized in all math classes to incorporate differentiated skill building.

AIM II also provided January Regents preparation supports for all students. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions. Also, there was a dedicated tutoring session held after school.

Further, AIM II continued to utilize a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were at-risk.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort<sup>6</sup>

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)
2012	2017-18	17	0	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%

### ADDITIONAL EVIDENCE

As indicated in the table below, 62% of students in the 2015 cohort (with valid scores) have passed a Regents mathematics exam prior to entering their sixth year. Further, an additional 14 students earned Regents exemption waivers. Therefore, 91% of students in cohort 2015 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 83% of cohort 2016 and 73% of cohort 2017 have passed or earned Regents waivers for a math Regents required for graduation.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>7</sup>
2014	36	36%	40	48%	28	54%
2015	33	33%	60	57%	46	62%
2016	41	7%	63	24%	60	47%
2017	8	0%	24	8%	62	25%
2018			19	5%	34	25%
2019					22	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	28	5	15	71%
2015	46	14	28	91%
2016	60	24	26	83%
2017	62	31	14	73%
2018	34	15	6	62%
2019	22	9	0	41%

<sup>6</sup> Based on the highest score for each student on a mathematics Regents exam

<sup>7</sup> Percent passing among students with valid score

## Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

## Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.<sup>8</sup>

## 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.

## RESULTS AND EVALUATION

Due to school closure this past spring AIM II was unable to administer the STAR math assessment a second time and therefore cannot report out data for this measure.

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
2017-18	N/A	N/A	N/A
2018-19	165	65	52%
2019-20	N/A	N/A	N/A

<sup>8</sup> Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

### ADDITIONAL EVIDENCE

The unprecedented quick shift to remote learning resulted in a number of barriers to administering the STAR Math assessment in a way that would make us confident that each student would have access to the online exam and that the data would be accurate and usable. Due to these concerns along with the concern for students' health and safety we decided not to administer the STAR Math assessment in spring 2020.

STAR Math is not optimized for cell phones and works best on a laptop or desktop computer. However, during the spring we were not positioned to move to a 1-1 device program for students to ensure they each had a laptop or chromebook. Many students only had access to their cell phone or had to share a computer with other family members. We placed orders for additional devices in March 2020 but due to the nation wide delay, we were not able to obtain the 65 devices that were ordered. These devices are now scheduled to be delivered October 2020. Another 100 devices were ordered are (in June) and are also scheduled to be delivered in October 2020.

In addition to the challenges of transitioning to remote learning, the students we serve live in some of the hardest hit areas of the city. Many of our students were sick themselves and or were in a household with someone who was sick and needed to support their family. Learning to work remotely and care for family at the same time was overwhelming.

Despite these challenges AIM II staff continued to strategically collaborate to support students' math needs by:

- the utilization of IXL and multiple digital platforms
- Holding 1:1 office hour sessions
- Providing continuous feedback on a variety of platforms

Student progress in the core content classes was assessed through looking at student work and providing feedback and opportunities for revision. Formative assessments also kept track of student progress. Every teacher was scheduled for an outreach day to provide time to reach out to students who were absent or missing work.

#### 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.<sup>9</sup>

### 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.

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<sup>9</sup> Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Due to school closure this past spring AIM II was unable to administer the STAR Math assessment a second time and therefore cannot report out data for this measure as intended.

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

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	15	4	25%
2019-20	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

For the school year, Base Camp students were placed in a 90 minute math block to allow for more skill building practice. Teachers used supplemental materials from Transitions to Algebra and IXL. This became challenging during remote learning. Students were still scheduled for block periods but engagement on Zoom was minimal. The supplemental materials were still used for students to work on asynchronously.

#### 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 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.

### RESULTS AND EVALUATION

AIM II's cohort 2014's math passage rate of 54% falls short of exceeding cohort 2013's math passage rate of 72%, therefore not meeting this measure. It should be noted that data for the 2014 cohort only includes students with valid scores and there five additional students who were scheduled to resit for the ELA Regents in June.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

School Year 2017-18		School Year 2018-19		School Year 2019-20	
Cohort 2012		Cohort 2013		Cohort 2014	
Number in Cohort	Math Passage	Number in Cohort	Math Passage	Number in Cohort	Math Passage
17	82%	32	72%	28	54%

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2019-20, AIM II achieved one of the six measures in the high school mathematics goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 55 using the safety net option for eligible students, on the Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
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 Measure of Interim Progress ("MIP") set forth in the school's ESSA accountability system.	N/A
Comparative	Each year, the Performance Index ("PI") in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	N/A
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	N/A
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 Performance Level 3, or scored at least a 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.	Not Achieved

### ACTION PLAN

AIM II is committed to meeting all of the measures for the high school mathematics goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II's instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions

which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

Star Math will continue to serve as the school's universal screener and diagnostic assessment. All students will take the Star Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### GOAL 5: Science

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

#### BACKGROUND

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

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **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.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year. Our lead teacher is working on professional development around the transfer learning routine.

#### 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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass, or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their sixth year in the cohort.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their sixth year to pass a science exam.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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.**

### RESULTS AND EVALUATION

Seventy-four percent of students in AIM II's 2014 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. AIM II met and exceeded this measure and improved 12 percentage points from last year. In addition, it should be noted that four students, who were scheduled to sit or resit for this exam in June or August, earned Regents waivers. Therefore 86% of students in cohort 2016 met the science Regents requirement for graduation.

A consistent science team played an integral part in achieving this measure, as well as recurring professional development internally and at New Visions. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day. Lab hours were also integrated during the school day and provided additional supports for students around Regents content. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during Jan Regents prep sessions. The science team used more literacy routines in their everyday practice, to address students' reading levels.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students<sup>10</sup>  
by Sixth Year Accountability Cohort

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)
2012	2017-18	17	0	9	53%
2013	2018-19	32	0	20	63%
2014	2019-20	28	1	20	74%

### ADDITIONAL EVIDENCE

As seen in the table below, 57% of students in cohort 2015 (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, prior to entering their sixth year. An additional 15 students in cohort 2015 earned Regents waivers, totaling 85% of students meeting the science Regents requirement for graduation. Further 85% of students in cohort 2016 have passed or earned Regents waivers for a science Regents required for graduation.

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<sup>10</sup> Based on the highest score for each student on any science Regents exam

## 2019-20 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	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>11</sup>
2014	36	39%	40	58%	28	74%
2015	33	27%	60	37%	46	57%
2016	41	10%	63	19%	60	33%
2017	8	13%	24	13%	62	29%
2018			19	0%	34	21%
2019					22	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	28	4	20	86%
2015	46	15	24	85%
2016	60	33	18	85%
2017	62	21	15	58%
2018	34	10	6	47%
2019	22	2	0	9%

#### 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### ADDITIONAL EVIDENCE

The science team began the work of incorporating the NGSS standards into our unit plans. The team has been focused on incorporating literacy routines to address reading levels.

<sup>11</sup> Percent passing among students with valid score

## GOAL 6: SOCIAL STUDIES

### HIGH SCHOOL SOCIAL STUDIES

#### Goal 6: Social Studies

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

#### BACKGROUND

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

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **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 provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

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

#### Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a 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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass one of these Regents exams with a score of at

least 65 or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass one exam by the completion of their sixth year in the cohort. Students may have taken the exams multiple times and have until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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.**

### RESULTS AND EVALUATION

Sixty-one percent of students in AIM II's 2014 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. AIM II met and exceeded this measure and increased 14 percentage points since the previous year. In addition, it should be noted that six students, who had previously sat for a social studies exam and were scheduled to resit for the exam in June or August, earned Regents waivers. Therefore 82% of students in cohort 2014 met the social studies Regents requirement for graduation.

This past year, AIM II provided January Regents preparation supports for all students. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students  
By Sixth Year Accountability Cohort<sup>12</sup>

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)
2012	2017-18	17	0	14	82%
2013	2018-19	32	0	15	47%
2014	2019-20	28	0	17	61%

### ADDITIONAL EVIDENCE

As indicated in the table below, 78% of students in cohort 2015 and 72% of students in cohort 2016 passed or earned Regents waivers for a social studies Regents required for graduation prior to their sixth year.

<sup>12</sup> Based on the highest score for each student on a social studies Regents exam



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>13</sup>
2014	36	44%	40	45%	28	61%
2015	33	21%	60	37%	46	47%
2016	41	2%	63	6%	60	25%
2017	8	0%	24	0%	62	18%
2018			19	0%	34	0%
2019					22	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	28	6	17	82%
2015	46	16	20	78%
2016	60	29	14	72%
2017	62	14	11	40%
2018	34	6	0	18%
2019	22	0	0	0%

#### Goal 6: Comparative Measure

Each year, the percent to 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 schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### ADDITIONAL EVIDENCE

The social studies team took part in many New Visions curriculum professional development sessions. The team was focused on incorporating literacy routines into their practice.

<sup>13</sup> Percent passing among students with valid score

## GOAL 7: ESSA

### Goal 7: ESSA

The school will remain in good standing.

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### 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.

### RESULTS AND EVALUATION

AIM II's ESSA accountability status for 2019-20 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

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

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	CSI
2019-20	CSI

### ADDITIONAL EVIDENCE

N/A