

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

**Capital Preparatory Bronx
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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**CAPITAL PREPARATORY
BRONX
CHARTER SCHOOL**

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Richard Beganski (Regional Superintendent) and Isaiah Brown (Principal) prepared this 2020-2021 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Derek Ferguson	Chair	Real Estate, Finance and Audit
Maurice Coleman	Treasurer	Real Estate, Finance and Audit
Stephen Perry	Secretary	Real Estate
D'Angela Simms	Member	Marketing and Recruiting
Ramik Williams	Member	Fundraising and Development
Rev. Georgiette Morgan-Thomas	Member	Parent Outreach
Sunny Hostin	Member	None
Tarik Brooks	Member	Finance and Audit
James Stovall	Member	None
Danique Day Loving	Member	Curriculum & Academics

Isaiah Brown has served as the Principal since 2019.

SCHOOL OVERVIEW

Capital Preparatory Bronx Charter School (CP Bronx) is the second school in the portfolio of the Capital Preparatory Schools (CPS) network to open its doors in New York City. CPS has developed a life-changing educational model providing scholars with a college prep, social justice, and an academic experience that prepares them to be agents of change equipped with critical college and career readiness skills.

CP Bronx began its mission to provide college preparatory educational experiences for all scholars in District 11 during a pandemic for the 2020-2021 school year. Capital Prep opened its doors to 194 sixth and seventh grade scholars this first year and is fully enrolled for grades six to eight for the 2021-2022 school year, with currently five hundred scholars on the waitlist.

These scholars will strive for excellence as they work to continue the tradition established in 2005, the first year of the flagship school, where each year 100 percent of graduates are accepted into four-year colleges. CP Bronx, like all CPS schools, offers scholars support through two “houses,” one focused on academics and the other focused on social and emotional support. The model combines college prep classes and an early college high school experience with a strong advisory program designed to strengthen the relationship between the scholars and their learning environment. Many scholars grow from being significantly behind grade level when they first enroll to taking at least one college course by the end of their Junior year. This transformative academic progress is facilitated by a caring Scholar Assistance Team (SAT) focused on identifying each scholar’s challenges and helping to develop a support plan to address each one. The CPREP learner expectations (Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge) are utilized in both the academic and affective setting to help both Illuminators (our title for our teachers) and scholars meet their goals.

Due to the pandemic our inaugural school year started off remotely. During the distance learning experience it was a priority for the school to establish clear communications and expectations regarding scholar attendance and engagement. The focus established that everyone is expected to attend school every day and even while distance learning from home, they were expected to be on Zoom calls with at least their uniform shirts on. Our message was also reinforced by the staff. Scholar advisors called home bi-weekly making the message uniformed and aligned with expectations. In order to support scholars achieve this expectation they were provided laptops, emails, and IT support to access instruction. Families were contacted frequently by the main office and advisors to keep them updated in the unprecedented way in which we were forced to educate. Families appreciated the full day (8:00 am-2:30pm) synchronous learning opportunities provided and grew into active partners in ensuring their scholars attended school virtually. Families and scholars who experienced poor internet access communicated to us in real time to problem solve and get their scholars back in the Zoom classes. In March of 2021 we moved to a hybrid instructional model offering instruction both in person and online. CPBronx saw 45% of the scholars return to in-person learning. Scholars demonstrated growth and improvement both academically and affectively amongst the scholars who opted into coming into the building.

ENROLLMENT SUMMARY I WANT TO SEE WITH THE RIGHT TO HIS PROBLEMS SO THAT’S ALL RIGHT NOW EVERYONE ELSE SHOULD BE BACK ON THIS HOUSE

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19														
2019-20														
2020-21							140	54						

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Capital Prep Bronx’s ELA goal: 75% of our sixth thru eighth grade scholars will be proficient on the NYS ELA Assessment in addition to meeting all requirements for Regents pass rates for graduation.

BACKGROUND

In the Fall of the 2020-2021 school year, CPBronx began its implementation of the Engage NY curriculum with the support of five network designed, benchmark tests administered at the end of each quint (one of five marking periods at CPBronx). The curriculum model includes a year-long scope and sequence, module framing, lesson plans and supporting materials to include homework, classwork and resources to scaffold instruction. The modules include authentic, emotionally charged reading material to include published works that are typically encountered by scholars in daily life, such as in magazines, books or newspapers. The skill strands address both reading and writing with a linear focus on the high leverage standards for NY state testing.

The Director of ELA Curriculum (DC) managed the ELA department by observing classroom instruction, writing state test aligned benchmark assessments, monitoring assessment data, and providing professional development to instructors on a weekly basis. Along with the Engage curriculum resources, Illuminators were supported with additional curriculum resources, professional development, and coaching from Cadence and their Master Teachers. We also integrated the use of adaptive software, Lumos and Reading Plus, to support scholar learning.

METHOD

In the 2020-2021 school year, scholars were assessed using the following assessments: MAP, internal benchmarks, and NYS ELA Exams. Our NWEA MAP data indicated that the majority of scholars assessed demonstrated growth that was consistent with the average growth scholars would have attained under traditional learning environments. Our MAP scores showed growth in ELA for sixth grade and seventh grade.

RESULTS AND EVALUATION

The academic achievement goals for CPBronx was to be 75% proficient on all state assessments and grow our scholars 1.5 years as measured by MAP growth rates. MAP data showed that the average sixth grade MAP proficiency rate from Fall to Spring decreased one percentage point (38% to 37%) while the seventh grade remained the same at 43%. The MAP growth percentile rate from winter to spring for scholars in sixth grade ELA was 13 points. The seventh grade improved their growth percentile rate by one point.

The median growth of scholars with disabilities, English Language Learners, and/or other disadvantaged scholar groups compared unfavorably to the median score of the school's general education scholars in Reading. The seventeen scholars scored at the 45th percentile while their non-identified peers were at the 50th percentile.

The median growth of scholars with low initial absolute achievement compared favorably to typical growth of all scholars. Sixty-three scholars did not score at the proficient level in the fall but scored at the 60th percentile in the spring.

All scholars were in their first year at Capital Prep Bronx last year.

ADDITIONAL CONTEXT AND EVIDENCE

Schools in the Capital Prep network typically assess scholars using MAP in August. Last year, questions and concerns about taking MAP tests virtually delayed our first assessment until late fall. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The creation and implementation of benchmark exams each marking period helped Illuminators and school leaders identify areas of the curriculum that had not been mastered. Benchmark exams were also given virtually, however the Edulastic testing platform provided instructors with real time data that helped identify scholars who were "rapidly answering" or time spent on individual questions impacting earned scores which provided insight to scholar testing stamina. For example, if a scholar had to read a long passage and answer two questions and spent only ten seconds on each, the scholar most likely did not spend enough time reading the passage before answering the questions. CPBronx leaders used this data to train our staff on how to review the testing results in "real time" which helped improve the test taking culture and verify that the growth we saw in the MAP assessments was mostly consistent with growth on benchmark assessments. The percentage of scholars meeting the proficiency goal in sixth grade ELA improved by twenty-nine percentage points from the first marking period to the fifth. The seventh grade ELA improvement was seven percentage points during this same timeframe.

SUMMARY OF THE MIDDLE ENGLISH LANGUAGE ARTS GOAL

The goal for our scholars in Capital Prep Bronx is for each grade to achieve 75% student proficiency in the English Language Arts state assessments.

CPBronx did not meet this goal. CPBronx began the year instructing in a remote learning model through Zoom that shifted to a hybrid model when restrictions were eased. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing culture and environment did not exist and took some time to build. Our initial goals for the first benchmark exam was to have 60% of our scholars score at or above proficient. Both the sixth and seventh grades scored at 24%.

Students did not take a Quint 4 benchmark assessment due to state testing that took place during this marking period.

Sixth grade increased to 53% and seventh grade increased to 31%. Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made (creating a network wide critical path) and training and professional development for staff was provided to help them improve as proctors and in analyzing the testing results and data. The skills staff acquired in these areas will strengthen next year as CPBronx adds targeted intervention and reading blocks to next year's schedule.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser focus on the use of our data. Illuminators will utilize data collected from MAP, Benchmark, and F&P assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and typically created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping of scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, our scholar reading, intervention, and class time instructional practices will support the progress towards proficiency.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss, CPBronx plans to adjust its schedule for the 2021-2022 school year to include instructional blocks of time dedicated solely to reading and intervention. These groups will be organized and structured around the collected data from the assessments that CPBronx scholars take throughout the year. Our scholar groupings in the two new dedicated blocks of time will be static for six to eight weeks and change based on the achievement data of scholars during that time. Administrators and team leaders will meet regularly during the timeframe to review scholar progress and assist staff and scholars where appropriate. While classroom groups will change based on the standard and achievement, the same analysis of data will take place on the team level

during common planning time to assist Illuminators in targeted academic planning for their classes. Scholars will take the MAP Assessment three times throughout the school year, Fall, Winter, and Spring. This year will mark the first time administering the F&P assessments to our scholars. We will assess scholars three times throughout the school year to track reading level growth. Scholars will also take five benchmark assessments content based throughout the year to assess their academic performance on the standards focused on by the curriculum. Daily exit tickets and do-nows will be collected from students and graded so that illuminators can provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problems of practice that have inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CAPITAL PREP BRONX'S MATH GOAL IS TO HAVE 75% OF OUR SIXTH THRU EIGHTH GRADE SCHOLARS BE PROFICIENT ON THE NYS MATH ASSESSMENT IN ADDITION TO MEETING ALL REQUIREMENTS FOR REGENTS PASS RATES FOR GRADUATION.

BACKGROUND

Greatminds Eureka curriculum was employed for math instruction in grades six and seven at Capital Preparatory Bronx School. This curriculum is aligned with the grade level skills outlined in both the CCSS and NYSTP, and is one-to-one with the EngageNY program. Scope and sequence, along with assessments, provided in the curriculum are typically used during the school year.

Due to remote instruction, it was deemed necessary to immerse scholars in a more interactive curriculum as they strengthen their understanding of grade level concepts. As a result, the CGI-based Cadence curriculum was adopted as the primary curriculum for sixth grade and as a supplemental problem solving class in seventh grade. The Cadence curriculum mirrors units of study found in Eureka but requires scholars to explore mathematical problems and participate in discourse about various solution methods.

High leverage standards, math CCSS having the greatest effect on scholars acquiring math skill proficiency, have been identified by the math curriculum director and are assessed and re-assessed throughout the school year to determine the level of scholar skill acquisition and identify the need for remediation and/or enrichment.

IReady and IXL supplement the Eureka curriculum, providing opportunities for scholars to practice foundational, on-grade and enrichment skills based on their individual needs.

Professional development for mathematics Illuminators during the school year includes weekly department meetings to discuss best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and 'upon request' individual meetings.

The school also utilized Greatminds' Affirm testing library via Edulastic, allowing all Topic, Mid-Module and End-of-Module assessments to be assigned, proctored and assessed via Google Classroom. Edulastic was also used to create assignments, via Google Classroom, CCSS related do nows, alternative exit tickets, remediation problem work and benchmark assessments. All assessment data was analyzed using the standards reports in Edulastic to identify emergent learners for participation in extra skill development during office hours.

The online resource, Assistsments, allowed for scholars to submit Eureka scholar workbook classwork and problem sets via Google Classroom so illuminators may track engagement and assess scholar understanding.

To monitor scholar achievement in the high leverage standards being taught during the year, mathematics benchmark assessments were created in Edulastic and proctored through Google Classroom each marking period. Scholar data from the Benchmark assessments was collected using a mathematics assessment analysis worksheet, then analyzed to identify 'next steps' for remediation, intervention or enrichment.

During the school year which integrated in person and distance learning, mathematics meetings were held weekly to discuss how to best navigate the transition to teaching via Zoom, using Google Classroom as the front-facing site for mathematics instruction, analysis of scholar data and the implementation of an "office hour" remediation. Observations of Zoom lessons and 'walkthrough' coaching sessions were also implemented on a daily basis.

METHOD

During 2020-2021, CPBronx primarily used the following assessments to assess scholar growth and achievement in mathematics: MAP, benchmark assessments, Eureka summative and formative assessments, and daily Zearn assessments. Mathematics quint benchmark assessments allowed for the tracking of scholar proficiency growth in high leverage standards. Upon completion of each major assessment, mathematics Illuminators analyzed scholar growth using the mathematics assessment analysis worksheet, allowing for the planning of meaningful remediation, intervention and re-teaching opportunities driven by scholar data.

Our NWEA MAP data indicated that the majority of scholars assessed demonstrated growth that was consistent with the average growth scholars would have attained under traditional learning environments. Our MAP scores showed growth in math for sixth and seventh grade.

RESULTS AND EVALUATION

The academic achievement goals for CPBronx was to be 75% proficient on all state assessments and grow our scholars 1.5 years as measured by MAP growth rates. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The first goal was for each grade level to be 60% student proficient and end the year on the last exam at 85% student proficient. Overall benchmark assessment scores did not reach the desired goal as the sixth graders achieved 53% proficient and the seventh graders achieved 31% proficient. MAP data showed that the average sixth grade MAP proficiency rate increased eight percentage points (30% to 38%) while the seventh

grade remained the same at 30%. The MAP growth percentile rate from winter to spring for scholars in sixth grade math was 11 points (59%-70%). The seventh grade improved their growth percentile rate by twenty-eight points (36%-64%).

The median growth of scholars with disabilities, English language learners, and/or other disadvantaged scholar groups compared favorably to the median score of the school's general education scholars in Math. The seventeen scholars scored at the 70th percentile while their non-identified peers were also at the 70th percentile.

The median growth of scholars with low initial absolute achievement compared favorably to typical growth of all scholars. Eighty-six scholars did not score at the proficient level in the fall but scored at the 70th percentile in the spring.

All scholars were in their first year at Bronx Capital Prep last year.

ADDITIONAL CONTEXT AND EVIDENCE

Schools in the Capital Prep network typically assess scholars using MAP in August. Last year, questions and concerns about taking MAP tests virtually delayed our first assessment until Winter. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The creation and implementation of benchmark exams each marking period helped Illuminators and school leaders identify areas of the curriculum that had not been mastered. Benchmark exams were also given virtually, but the Edulastic testing platform provided instructors with real time data that helped identify scholars who were "rapidly answering" or time spent on individual questions impacting earned scores which provided insight to scholar testing stamina. CPBronx leaders used this data to train our staff on how to review the testing results in "real time" which helped improve the test taking culture and verify that the growth we saw in the MAP assessments was mostly consistent with growth on Benchmark assessments. While the sixth grade math scores showed a five percent decline, the seventh grade math scores showed a seven percent improvement.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The goal for our scholars in Capital Prep Bronx in Mathematics is to achieve 75% on state assessments. CPBronx did not meet this measure during the course of the year. CPBronx began the year instructing in a remote model through Zoom. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing environment did not exist yet and took some time to build. Our initial goals for the first Benchmark exam was to have 60% of our scholars score at or above proficient. The sixth graders scored at 45% and the seventh graders at 40%. While not meeting the internal goal, we were encouraged by the proximity to the goal and looked forward to the next tests. Sixth grade went down 5% and seventh grade increased by 7%. Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made (creating a network wide critical path) and training and professional

development for staff was provided to help them improve as proctors and in analyzing the testing results and data. During the year, Capital Prep Schools collaborated with NWEA MAP to launch MAP Accelerator across its network. Across the network, MAP Accelerator was used the most in the Bronx school and MAP scores suggest that the intervention was helpful to scholars in meeting growth goals. The percentage of scholars at the proficient level increased from 30% to 38% for sixth graders but remained at 30% for seventh graders. However, the percentile growth rate increased in both grades. In sixth grade, it went from 59% to 70% and in seventh grade, it went from 36% to 64%. In order to achieve our math goals next year, CPBronx will implement more targeted remediation strategies that will expand on the use of MAP Accelerator during a daily dedicated period for intervention.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser-like focus on our data. Illuminators will utilize data collected from MAP, Benchmark, and Zearn assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and frequently created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, our scholar intervention and class time will support the progress towards proficiency.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss, CPBronx plans to adjust its schedule for the 2021-22 school year to include instructional blocks of time dedicated solely to intervention. This block of time will be organized and structured around the collected data from the various assessments taken at CPBronx. The groupings of scholars in the dedicated blocks of time will be static for six to eight weeks and change based on the achievement of scholars during that time. Administrators and team leaders will meet regularly throughout the timeframe to review scholar progress and assist staff and scholars where appropriate. While classroom groups will change based on the standard and achievement, the same analysis of data will take place on the team level during common planning time to assist Illuminators in targeted academic planning for their classes. MAP Accelerator will be a focal point for all math intervention due to its impact on scholar scores and progress last year. Scholars will take the MAP Assessment three times throughout the school year, Fall, Winter, and Spring. Scholars will also take five benchmark assessments content based throughout the year to assess their academic performance on the standards focused on by the curriculum. Staff will use assessments in Zearn to assist in identifying which scholars need support and in which specific standards. Daily exit tickets and do nows will be collected from illuminators which will provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problem of practice that have

inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Capital Prep Bronx's science goal is 75% of our eighth grade scholars will be proficient on the NYS Science Assessment.

BACKGROUND

Science instruction at Capital Prep Schools has been a combination of hands-on inquiry through labs and reading about science content in texts. Amplify Science is used for our middle school instruction and learning program. The science curriculum is supported by staff and leaders participating in weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies. The Amplify Science program provides assessments for each unit of study for scholars in sixth to eighth grade.

As a result of the transition to remote learning, our science department shifted gears to using multiple online resources to support and enhance online instruction. Classes were instructed daily, via Zoom, and all grades utilized Google Classroom. Each grade level was provided a structure that included a Do Now, videos and activities, vocabulary, notes, discussion, IXL, reading, writing, and projects. During this time, the following additional structured supports were provided: weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, and sharing of various instructional strategies, continued remotely. In addition, Edulastic Assessments were used to assess standards for all grades throughout the year.

METHOD

During the 2020-2021 school year, scholar achievement in science was measured by administering benchmark assessments at the end of the third quint (mid-term) and fifth quing (final exam). Middle School Scholars were given these standards based tests via Edulastic. Benchmarks were a combination of questions which included multiple choice, multiple selection, short answer, and reading tables, charts and graphs.

RESULTS AND EVALUATION

Capital Prep Bronx's science goal is to have 75% of our eighth grade scholars be proficient on the NYS Science Assessment. During the 2020-2021 school year, students took two benchmark assessments in science, a midterm and final exam, since sixth and seventh grade scholars do not take the state science assessment. Scholars at Capital Prep Bronx scoring proficient decreased

from our quint III benchmark to our quint V benchmark. Completion rates for all assessments were also on the decline between these two quints. The sixth grade scholars performed at 32% proficiency at the end of the year. This was down from 41% in quint III. The seventh grade scholars achieved the goal of 75% proficiency at the end of the year. However, the 75% was also a dip from 81% proficiency in quint III.

ADDITIONAL CONTEXT AND EVIDENCE

Scholars in the sixth grade Science class unfortunately experienced several changes in their instructional staff. This may have impacted performance including a decline in completion rates during the last quint. As a result, the scores reported from our 2020-2021 benchmark assessments do not give us a clear picture of exactly where our sixth grade scholars are performing in science. There was a slight decrease in the percentage of scholars performing at proficiency within grade seven. Overall, our seventh grade scholars still managed to finish strong and are prepared for eighth grade science content next year.

The return to teaching and learning in person, creating and cultivating an environment for learning, and creating a positive testing culture are intergel to our plan to increase completion rates and increase overall scholar performance and proficiency in science.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

CPBronx did not have any scholars in the state required testing years in the 2020-2021 school year for the state assessment in science. CPBronx began the year instructing in a remote model through Zoom. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing environment did not exist yet and took some time to build. Our initial science Benchmark exam had sixth graders scoring at 41% and seventh graders at 80%; sixth grade went down 12% and seventh grade decreased by 5%.

Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made and a network wide critical path was created. Training and professional development for staff was provided in proctoring assessment as well as professional development in analyzing the testing results and classroom data.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser-like focus on our data. Illuminators will utilize data collected from MAP, benchmark assessments, and Amplify assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and frequently created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, and class time instructional practices will support the progress towards proficiency.

Illuminators with assistance of the science director of curriculum and school leadership created scholar performance goals for the 2021-2022 school year. These goals will be shared and monitored with all stakeholders including our scholars. Additionally, we have made changes this school year to maintain consistency in data collection and reporting, including a return to in-person learning and benchmark assessments three times throughout the year. These changes will enable Science Illuminators to fully implement the Amplify Science Curriculum for their grade levels during the 2021-2022 school year. In addition to this, content area and grade level teams will meet weekly to analyze classroom/ benchmark assessment, Amplify assessments and MAP data, conference with scholars and set individual and cohort benchmarks based on the data. The goal is to increase scholar participation and investment in their learning.

Science Illuminators will participate in Amplify purchased professional development to increase their knowledge of best instructional practices and depth of knowledge of the curriculum to improve academic instruction. Illuminators will also fully implement the STEM Vocabulary Program.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss. Administrators and team leaders will meet regularly throughout the timeframe to review scholar progress and assist staff and scholars where appropriate. All embedded assessments will be administered, analyzed, and used to inform daily instruction. NWEA MAP and quint benchmark assessments will be administered three times a year to inform and refine instructional practices. In addition, all student classroom and MAP data will be shared and discussed with scholars to allow for scholars to understand their learning and create performance goals and to reflect on ways in which they can continue to improve their performance in science.

Scholars will take the MAP assessment three times throughout the school year, Fall, Winter, and Spring. Scholars will also take three benchmark assessments, content based, throughout the year to assess their academic performance on the standards focused on by the curriculum. Daily exit tickets and do nows will be collected from illuminators which will provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problem of practice that have inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found 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* scholars are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of scholars among all tested scholars 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

The ESSA status report is not available for CPBronx since this was its first school year.

ADDITIONAL EVIDENCE

The ESSA status report is not available for CPBronx since this was its first school year.

Accountability Status by Year

Year	Status
2018-19	
2019-20	School had not opened yet
2020-21	Not available

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessments should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through eighth grade scholars will be greater than 50. scholar growth is the difference between the beginning of year score and the end of year score.	All scholars	50	140/142	50/70	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through eighth gradescholars whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	63/86	60/70	Yes
Measure 3: Each year, the median growth percentile of 3 rd through eighth grade scholars with disabilities at the school will be equal to or greater than the median growth of 3 rd through eighth grade general education scholars at the school.	scholars with disabilities ¹	50/70 ²	17/17	45/70	R=N M=Y

¹ Schools may elect to report the aggregated data for a different subpopulation of scholars if the total tested number of scholars with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, scholars experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² Target should reflect the median growth percentile for all general education scholars. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all scholars at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 rd through eighth grade scholars enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ scholars	75%	N/A	N/A	N/A
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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All scholars and scholars Enrolled in At Least Their Second Year

Grades	All scholars		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	37/38	105/106	N/A	N/A
7	43/30	35/36	N/A	N/A
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All scholars

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6	64/72	105/106
7	34/70	35/36
8		
All		

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through eighth grade scholars will be equal to or greater than 100%.	All scholars	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through eighth grade scholars who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through eighth grade scholars with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through eighth grade general education scholars at the school.	scholars with disabilities ⁵	[%] ⁶	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through eighth grade scholars enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ scholars	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment
By All scholars and scholars Enrolled in At Least Their Second Year

Grades	All scholars		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested

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

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education scholars. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all scholars at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3				NA
4				NA
5				NA
6				IREADY not administered
7				IREADY not administered
8				NA
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All scholars

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		