



Children's Aid College Prep Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Drema Brown, Head of School, prepared this 2020-21 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)
Michelle DeLong	Chair	Governance Committee; Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee (Chair)
Beth Leventhal	Vice Chair	Governance Committee (Chair); Finance and Audit Committee; Learning, Achievement and Evaluation Committee; Executive Committee
Nina Bershadker	Treasurer	Finance and Audit Committee (Chair); Executive Committee
Jane Goldman	Secretary	Learning, Achievement and Evaluation Committee (Chair); Executive Committee
Michelle Rumph	Member	Finance and Audit Committee
Phoebe Boyer	Member	Governance Committee; Executive Committee
Sandra Escamilla	Member	Governance Committee
Maribel Mercado	Member	Learning, Achievement and Evaluation Committee

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

Children’s Aid College Prep Charter School is a Children’s Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children’s Aid College Prep Charter School (“CACPCS”) was authorized by the State University of New York (“SUNY”) Board of Trustees as a K-5 charter school located in Community School District 12 (“CSD 12”) in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children’s Aid (formerly known as The Children’s Aid Society). CACPCS is a Children’s Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS’s first charter term. In December 2016, the SUNY Trustees granted CACPCS a full five-year renewal of its charter with approval to grow to serve the middle school grades. CACPCS has just begun the fifth year of its second charter term and is currently at full scale serving 633 students in kindergarten through eighth grade.¹

CACPCS strives to provide its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. This approach is operationalized through a focus on the following five key design elements:

1. Instructional rigor and a robust academic program characterized by:

- Curriculum and assessments aligned with New York State’s Next Generation Learning Standards and supported by the principles of Culturally Responsive-Sustaining (“CR-S”) Education;
- Classroom instruction informed by the Thoughtful Classroom Instructional Framework’s Four Cornerstones, which include a focus on: Organization, Rules and Procedures, Positive Relationships, a Culture of Thinking and Learning and Engagement and Enjoyment;
- An emphasis on transferable teaching (or teaching for the future) so students are able to apply their learning beyond the classroom;
- Literacy instruction that exposes students to culturally-relevant texts they can meaningfully connect to their lives while helping them determine and communicate the deeper meanings present in those texts;

¹ Enrollment reflects BEDS day for school year 2020-21.

- Math instruction that promotes deeper conceptual understandings over math rules and procedures;
- Regular science and social studies instruction at every grade level that creates engaging opportunities for students to understand the world through hands-on group assignments, experimentation, and project-based learning;
- Weekly instruction in Specials classes including arts, physical education, and life skills that create additional points of entry into learning while exposing students to a wider range of content and learning experiences for a more well-rounded educational experience; and
- Elective classes proposed by CACPCS middle school students including Coding, Gaming, Origami, and Social Entrepreneurship that are scheduled into the school year calendar and taught by CACPCS staff to encourage students to explore their passions while making meaningful connections back to core content and Specials classes.

2. Expanded learning opportunities that include:

- Quality after school, holiday, Saturday, and summer programming provided by Children's Aid and other community partners that is designed and delivered to make meaningful connections to the core curriculum while providing additional learning experiences focused on the arts and self-expression, fitness and nutrition, STEM, social and emotional learning, service learning, and/or community service.

3. Frequent and purposeful assessment characterized by:

- A holistic assessment strategy with a focus on academic and co-academic measures to guide the work of all school staff;
- Quarterly use of national, standardized assessments in English Language Arts ("ELA") and math to evaluate student proficiency and progress;
- Regular curriculum-based assessments in science, social studies, and Specials areas;
- Regular reviews of assessment data led by co-teaching pairs and grade level teams and supported by school leaders;
- Use of assessment data by staff and leadership to design and implement daily lesson plans, units of study, and intervention plans (when needed); and
- Regular celebrations of student growth and staff effectiveness based on this data.

4. Talented and committed professional teachers and leaders supported by:

- An educational model grounded in the Thoughtful Classroom's instructional framework for effective teaching and learning;
- A collaborative and collegial staff culture;
- Effective coaching and professional development led by a team of instructional leaders who focus on the "Big Five" – teacher content knowledge development, leader content

- knowledge development, lesson plan reviews and feedback, leader reviews of student work, and targeted, goal-driven teacher coaching; and
- An engaged Board committed to supporting school staff and leadership.

5. Comprehensive community school services that include:

- The leadership of a full-time Community School Director, experienced program leaders, a team of Life Coaches, and youth workers;
- A comprehensive set of student support programs and services focused on promoting student success by creating strong conditions for learning and removing barriers to learning (e.g. attendance supports, social service referrals and case management, after school and summer enrichment programs);
- Referrals to community-based services through full access to all Children's Aid's programs and services (e.g. medical, dental, vision, and mental health services; food assistance; cash assistance for rent arrears or utilities; early childhood programs; Wagon Road summer camp; Alvin Ailey camp, etc.); and
- Strategic partnerships with other community-based organizations to provide families with alternative resources when Children's Aid's programs and services are not an option.

As a school designed with the community in mind, CACPCS employs a recruitment process designed to target youth and families in the immediate area, especially those with more advanced needs. Specifically, the school's lottery offers additional preferences to youth living below the state's self-sufficiency standard, English Language Learners, and youth who are or have been involved in the child welfare-system. CACPCS welcomes students of all abilities and backgrounds. In school year 2020-21, students with Individualized Education Plans ("SWD") made up 21% of the student body; English Language Learners ("ELLs") made up 12% of all students; and 86% of students were economically disadvantaged. In 2020-21, 53% of students identified as Hispanic; 39% of students identified as Black; 4% of students identified as Asian, American Indian/Alaskan, Hawaiian/Pacific Islander, White, or Multiracial; and 4% of students refused to identify.²

Due to the COVID-19 pandemic, CACPCS shifted to remote learning in March 2020. School leadership rapidly transitioned school schedules, curricula, and student supports to virtual and online platforms. Administrators worked overtime to distribute Chromebooks and WiFi hotspots to students and provide training and assistance to parents/caregivers as their children adjusted to the remote environment. Shifting government guidance contributed to the operational complexities of the time.

² Special population enrollment and demographics reflect BEDS day for school year 2020-21.

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During this period, school leadership began preparing for significant trauma and the potential for learning loss. A family survey administered in May 2020,³ at the height of the pandemic in New York City, showed that 46% of parents and/or caregivers (“parents”) had a family member or loved one who was affected by COVID-19; 43% of parents indicated that either they or a family member was unemployed due to COVID-19; 39% of parents wanted help with educational activities at home; 19% of families requested food assistance; and 8% requested counseling.

To help sustain students’ and families’ social, emotional, mental, and physical health, CACPCS implemented the following:

- Counseling services were made available to all students and families that requested them, and CACPCS staff were encouraged to refer students and family members for counseling services. Counseling was provided by CACPCS Life Coaches or Children’s Aid (“CA”) licensed social workers or mental health counselors.
- Students’ weekdays began with morning meetings that provided space for them to “check in” emotionally with their teachers and other staff.
- Life Coaches managed caseloads of students for both individual and small group counseling throughout the year.
- Weekly Life Skills classes and POWER Groups (both in-person and remote) focused on topics of importance to the students. These Life Skills classes and POWER Groups provided safe, supportive spaces for students to discuss the pandemic’s impact on their lives and other age-appropriate topics of interest.
- When the school building was open for in-person instruction, Life Coaches conducted classroom observations and family assessments. They also supported daily operations including lunch and dismissal, which created opportunities for relationship-building with students and parents.
- Life Coaches rotated into the Learning Lab program to provide in-person support to Learning Lab students.
- Food boxes and hot meals were distributed to CACPCS families.
- Medical services were offered to CACPCS students and families at the nearby CA community clinic.
- Parent and family engagement opportunities were expanded to include virtual events, workshops, and town halls. Parent-teacher communication also increased as CACPCS encouraged regular calls to parents. Weekly Family Bulletins were published and distributed to provide parents with timely information about school operations and to highlight key school events.
- CACPCS staff received training in trauma-informed care and recognizing warning signs for mental and behavioral health issues.

³ Survey data collection began in May 2020 and continued through August 2020.

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- CACPCS staff were provided with counseling opportunities, recognizing that strong staff are critical to effective student management and support.

In addition to the myriad social-emotional, health, and family engagement services, CACPCS recognized a need to adjust academic programming to maximize instructional time while managing the operational realities of COVID-19 health protocols and procedures on the school day. While many families entered the 2020-21 school year still concerned about the risks of COVID-19 and opted for remote learning, a significant number of families were interested in opportunities for in-person learning.

Recognizing the importance of in-person interactions and instruction for student development and learning, school leadership made the decision to offer both remote and in-person opportunities during school year 2020-21. The decision to develop a hybrid learning model was based on observations of student performance during remote learning, end-of-year (“EOY”) assessment results, and feedback from students, parents, and staff about remote learning and school re-opening. CACPCS’s hybrid option involved weekly grade-specific rotations throughout the year during which students would receive in-person instruction.

In addition, beginning in November 2020, CACPCS offered an in-person Learning Lab for select high-needs students. The Learning Lab was a daily in-person instructional program supervised by the Community School Director and her team. The Learning Lab Leader, a part-time youth worker employed by CA, supported students in the classroom while their teachers worked with them remotely. Learning Lab Leaders then provided these students with support during independent work time in the afternoon. CACPCS instructional leaders, Deans of Students, and Life Coaches all came in on pre-assigned days to follow up with Learning Lab students and ensure that all academic, social, and emotional goals were effectively supported. Thirty-eight students across all grades K-8 were enrolled and attended the Learning Lab at some point during the 2020-21 school year, though approximately 30 attended regularly. Learning Lab students were referred to the program based on attendance, academic performance, and/or an overwhelming need outlined by the parents. As such, Learning Lab students were some of the school’s highest-need students (i.e. ELLs, SWD, and students struggling to meet grade-level standards).

CACPCS used in-person learning days to accomplish the following:

- 1) Build community;
- 2) Motivate students for long periods of remote learning;
- 3) Orient students to curriculum materials and trouble-shoot challenges they may be having with their remote learning devices;
- 4) Provide one-on-one instruction and coaching to students;

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- 5) Administer diagnostic and interim assessments to some students in-person, thereby ensuring greater reliability of the assessment data;
- 6) Introduce new content and concepts that might be challenging to introduce remotely; and
- 7) Provide students and staff with opportunities to celebrate successes together and have fun.

CACPCS's weekly in-person schedule allowed students and staff to establish routines and build relationships. During the 2020-21 school year, CACPCS set up three classes per grade level, with each class organized into 2-3 pods depending on the size of the classroom. Physical distancing regulations and the square footage of each classroom determined the number of pods. One teacher or staff member was assigned to each pod. Some pods included up to 12-13 students while other pods included as few as 4-5 students. The pods remained together for the entire school year. When their classmates were in-person for a week, students who were fully-remote were provided a mix of live and asynchronous lessons.

While in-person learning created the opportunities described above, students spent most of the 2020-21 school year learning remotely. CACPCS's approach to the delivery of remote instruction followed best practices encouraged by the school's educational technology partner, EDUCATE, LLC. Those best practices included:

- 1) Ongoing and frequent teacher training;
- 2) Use of a range of teaching strategies including synchronous and asynchronous learning experiences, interactive video, and programmed instruction or simulations to engage students in their learning;
- 3) Multiple staff-developed opportunities for learning through thoughtful planning and use of technology to focus on the review and reinforcement of critical standards;
- 4) Coaching for teachers and leaders on releasing control so that students are increasingly in control of their learning experiences;
- 5) Technology use to optimize peer learning; and
- 6) Ongoing training for teachers and leaders to optimize their feedback to students in real time and/or via the online learning platforms and video-conferencing utilized.

CACPCS's hybrid schedule reflected the complexity of managing both in-person and remote learning simultaneously while keeping the numbers of students and staff in the building below 250 each day as a result of COVID-19 safety protocols. Student schedules reflected the use of grade-level cohorts and within grade-level pods to limit the risk of potential exposure to COVID-19 when in-person. Staggered start times, dismissal times, and transitions were planned to avoid the potential for crowding and challenges to physical distancing.

The table below outlines some key academic supports provided through CACPCS's hybrid model during the 2020-21 school year:

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CACPCS Hybrid Model	
Grades K-5	Grades 6-8
<ul style="list-style-type: none"> • Live instruction occurred from 8:00a.m. - 11:45a.m. daily. • Most core content instruction (e.g. Humanities, Close Reading, Guided Reading, Math, Story Problems) was delivered live via the <i>Zoom</i> platform. Students had the opportunity to work asynchronously on daily independent reading via <i>Scholastic Literacy Pro</i> and on a weekly science activity. • Video recordings of live lessons and activities were posted on <i>Seesaw</i>, a school-wide educational platform, to support scholars who may have missed a lesson or needed to re-review a lesson. • Virtual one-on-one and small group conferences occurred at the end of the remote instructional day - 90 minutes for students in grades K-3 and 45 minutes for students in grades 4-5. • Teachers incorporated visual aids (e.g., PowerPoint slides or a Google Doc with key information, directions, or pictures) for all live lessons. 	<ul style="list-style-type: none"> • Students attended live lessons from 8:00a.m. - 12:45a.m., and independent reading was asynchronous for 60 minutes using <i>Literacy Pro</i>. • Teachers used <i>Zoom</i> and <i>Zoom</i> break-out groupings to provide live, direct instruction. • One-on-one video meetings, calls, and other instructional strategies by grade and/or other groupings were used to deliver instruction to all students including vulnerable populations. • <i>Zoom</i> break-out rooms allowed staff to continue to provide students with individualized support to address their needs in core subject areas. • Teachers led regular reviews of content. • Students worked with their peers or mentors to provide one another with support around the academic content. • Teachers and leaders provide students with self-monitoring resources, such as checklists, rubrics, and planning guides. • Teachers offered one-on-one “office hours” or tutorials to provide additional supports to SWD and ELLs. • Students were allowed to modify the rate or pace of content provided online or via <i>Zoom</i> during asynchronous learning experiences built into each content area. • Teachers set individual goals for Guided Reading instruction tailored to students’ needs.

Table 1

In addition to outlining the purposes for in-person learning and defining best practices for remote teaching, CACPCS’s school leadership also decided to continue using Achievement Network (“ANet”)⁴ assessments in ELA and math in grades 2-8 during the 2020-21 school year to assess

⁴ CACPCS established a partnership with Achievement Network (“ANet”), a national nonprofit that provides integrated student assessment systems and teacher training, prior to the start of the 2019-20 school year. As a result, CACPCS administers a beginning-of-the-year ANet diagnostic exam as well as four quarterly ANet assessments (“A1” – “A4”) in grades 2-8, and ANet provides teacher training, coaching, and an automated reporting system that allows CACPCS to get assessment results within days. ANet coaches continued to work with CACPCS instructional staff during the 2020-21 school year.

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student learning. Building on the use of ANet assessments during the previous school year, school leadership decided to further align these assessments with the Next Generation Learning Standards (“NGLS”) in order to better predict how students might perform on New York State (“NYS”) ELA and math tests when they resumed.

Using ANet assessment data from one year into the next helped the teachers and leaders develop a better understanding of how well students mastered each standard at each grade level, and, as a result, which standards would require additional time and attention. The decision to have second graders also complete ANet assessments in school years 2019-2020 and 2020-21 allowed teachers and leaders to assess the impact of remote learning on CACPCS’s early literacy program.

As school staff worked to support CACPCS students and families, staff were also dealing with grief, stress, social isolation, and other impacts of the pandemic. To further support staff, school leadership organized regular virtual staff huddles to provide spaces for staff to come together to problem-solve, process their daily experiences (both professional and personal), and to provide one another with support and encouragement. Virtual staff game nights, socials, and staff appreciation events were held throughout the year. In November 2020, CACPCS lost Cherice Bedford, the Assistant Community School Director, who died suddenly. In June 2021, CACPCS lost Marisol Nieves-Brown, the Senior Manager of Operations and a devoted CACPCS parent. While the collective loss and trauma of 2020-21 could not be overlooked, CACPCS faced the daily challenges of the year with an unwavering dedication to student support and learning.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	71	72	71	70	74	72	-	-	-	-	-	-	-	430
2017-18	69	74	71	68	72	73	71	-	-	-	-	-	-	498
2018-19	73	73	75	74	76	74	74	70	-	-	-	-	-	589
2019-20	74	75	74	75	73	74	66	68	65	-	-	-	-	644
2020-21	64	75	74	75	83	70	64	62	66	-	-	-	-	633

Table 2

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS (“ELA”)

Goal 1: English Language Arts

Children’s Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

During the summer prior to the 2020-21 school year, school leadership reviewed a range of data in planning for the upcoming year. Specifically, leadership reviewed 2019-20 Fountas and Pinnell (“F&P”) reading level data, ANet ELA test results, ELA curriculum and in-class assessment rubrics, and ELA improvement plans implemented during the 2019-20 school year. The ANet ELA results were analyzed across multiple levels. School leadership reviewed whole school, grade-level, cohort-level, and sub-group data for ELLs and SWD, including absolute and comparative performance and trends over time. The instructional leadership team conducted student-level item analyses of the data and focused on standards that showed low proficiency.

As 2019-20 was the first year that CACPCS administered the ANet assessments, the school did not have historical comparisons. While school leadership had hoped to review the diagnostic and quarterly exam results to use as baseline data for future years, the COVID-19 pandemic created a wrinkle in those plans. The beginning-of-year diagnostic and first three quarterly assessments (“A1” – “A3”) during 2019-20 were administered in-person, but COVID-19 forced the end-of year exam (A4) to be administered remotely. The change in administration method, coupled with the shift to remote learning and other trauma of the period, raised doubts about the reliability of using 2019-20 data as a baseline. In fact, the A4 results showed a sharp decline in overall proficiency compared to increasing proficiency results between A1 – A3. However, analyses of ANet data led school leadership to identify the middle school grades as most in need of support while continuing to attend to the needs of its youngest learners, who seemed to be the most negatively impacted by remote learning based on F&P reading level data.

Subsequently, middle school leaders and ELA teachers developed questions and tasks, both orally and in writing, that were text-specific and addressed the analytical thinking required by grade-level standards, especially for craft and structure in grades 6-8. Close Reading practice focused on those reading comprehension and constructed responses in low performance areas based on June 2020 EOY assessments. Intellectual Preparation meetings (also known as content planning meetings) focused on developing ELA teachers’ capacity to help students identify the deeper meaning in any text and coach students on their use of specific reading comprehension skills. ANet interim assessments and the data review meetings and protocols that were first implemented during the 2019-20 school year were continued in 2020-21. These included student work reviews and data

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analysis that made the rigor in the middle school ELA standards more evident and built teachers' capacity to develop ELA tasks and learning experiences aligned with the rigor of those standards.

During the 2020-21 school year, the middle school team took a humanities approach to improve student achievement in ELA by linking essential ELA priority standards to social studies for student skill-building and reinforcement. Implemented for the first time in 2020-21, all grade 6 students were provided with Guided Reading to better support their transition to middle school and to address critical reading skill gaps. Instructional leaders received professional development and training on Guided Reading from the Lavinia Group⁵ to deepen their capacity to supervise Close Reading and ELA curriculum alignment efforts. Supported by CA's Office of Performance Management ("OPM"), CACPCS's instructional leadership team created Guided Reading data trackers and updated Close Reading trackers with Day 1 and Day 2 recordings to further establish scoring and grading expectations for teachers.

During the 2020-21 school year, elementary school leaders focused on implementing school-wide tracking of Close Reading work and weekly Intellectual Preparation sessions for grade 2-5 teachers to ensure effective planning. Student work analysis, including analysis of student writing, was incorporated into weekly Intellectual Preparation meetings to inform teachers' coaching of students. In 2020-21, student writing increased. In grades K-5, reading comprehension skills were assessed through short writing responses and prompts; extended (e.g. longer) responses were also required of students in grades 3-5. Additional opportunities for writing were also incorporated into the Humanities block during in-person instruction. Students who were fully remote were expected to write about their "read alouds" daily. The elementary school also implemented the *Insight Humanities* ("Insight") curriculum in grades K-5 for the first time. Insight is an integrated reading, writing, and history curriculum that uses studies of historical content, high-quality literature, and project work to build students' content knowledge and critical thinking over time.

To determine reading levels and to inform individual student goal-setting, the elementary school team focused on ensuring continued fidelity in administering F&P assessments throughout the year. Leaders provided training and ongoing coaching on the use of a school-wide Guided Reading template for lesson planning and delivery. Leaders also provided training on the use of the Lavinia Group's coaching guide and conferring plan to support students on specific reading skills and strategies. Students reading two or more levels below benchmark (depending on the grade) received Guided Reading via the Level Literacy Intervention ("LLI") program. Teachers and leaders, as well as the Reading Interventionist assigned to their grade level, continued use of a school-wide

⁵ In 2018-19, CACPCS hired Lavinia Group consultants to help improve core literacy instruction in grades 2-3. The school saw a slight increase in grade 3 ELA proficiency on the NYS exam that year and so moved to expand the partnership to support ELA in grades 2-8 in 2019-20. CACPCS again expanded its work with the Lavinia Group in 2020-21 to provide coaching in math and Guided Reading instruction across grades K-6.

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tracker that included individual goals and levels for tracking student progress. Close Reading also continued for grades 2-5 in 2020-21.

During the 2020-21 school year, additional support for ELLs at all grades included:

- 1) More regular reviews of ELL assessment data;
- 2) Coaching for instructional staff working with ELLs on how to best meet ELLs' needs;
- 3) The use of "speak up" stems to support student discourse;
- 4) The use of graphic organizers for main idea jots when reading;
- 5) The addition of more bilingual books in K-5 libraries and use of Literacy Pro to support access to texts; and
- 6) Translations of sight words into students' native language(s) when needed for students in grades K-2.

In addition to the curriculum and instructional priorities in ELA outlined above, both the elementary and middle school instructional leadership teams outlined a set of instructional benchmarks and student goals for each grade level prior to the start of the school year. The benchmarks articulated which instructional performance indicators would be observed and would be the focus of monthly coaching throughout the year. The benchmarks were aligned with the instructional priorities. For example, the benchmark focused on Deepening and Reinforcing Learning includes the following: "Teacher provides clear, descriptive, and transferable feedback to help students refine their use of key skills and/or deepen their comprehension." This benchmark aligns with the instructional priorities focused on student coaching and discourse described earlier. Student performance goals were also set based on the ANet assessment cycles. Leaders and teachers worked with one another to review assessment data and set goals at the start of the year. Progress towards those goals was monitored frequently and curriculum and instruction were adjusted as needed.

CACPCS used ANet diagnostic and interim assessments in grades 2-8 in ELA during the 2020-21 school year. Staff focused on both instructional recovery (to address unfinished content instruction from the 2019-20 school year) and helping students acquire new skills and content knowledge. K-8 instructional leaders and teachers continued student work reviews and data analysis meetings supported by the school's ANet coach and Lavinia Group coaches during the 2020-21 school year.

Goal 1: Absolute Measure

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

SY 2020-21 Measures:

Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet ELA exam.

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Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet ELA exam and the end-of-year ANet ELA exam.

METHOD

CACPCS administered numerous assessments in ELA during the 2020-21 school year, including F&P reading levels for all students in grades K-6 and select students in grades 7-8;⁶ Foundations and Leveled Literacy Interventions for students receiving reading support from an Interventionist; Lavinia Group Close Reading for students in grades 2-8; and ANet interim assessments for students in grades 2-8.

During 2020-21, the school primarily used the ANet exam to assess student growth and achievement in ELA. Included in the ANet package is a beginning-of-the-year diagnostic exam and well as four quarterly assessments (A1 – A4) based on the standards being taught during the period.

The table below summarizes participation information for the 2020-21 ANet ELA test administrations. The table indicates total enrollment as of BEDS day and total number of students tested in ELA in grades 3-8.⁷ Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year). The elementary team did not think the diagnostics were necessary or appropriate at the start of the year as students and families were overwhelmed with COVID-19 related changes to their lives (job disruptions, health issues, remote learning, etc.). Instead, elementary school leaders focused on assessing reading levels. As such, analysis and assessment of results were based on A1 – A4 exams.

Grade	Total Tested in ELA					Total Enrolled
	Diagnostic Sept. 2020	A1 Oct./Nov. 2020	A2 Jan. 2021	A3 Feb./Mar. 2021	A4 Jun. 2021	
3	0	71	68	71	69	75
4	0	81	80	79	68	83
5	0	68	67	65	60	70
6	40	53	50	60	54	64
7	51	60	43	54	50	62
8	45	59	61	57	53	66
All	136	392	369	386	354	420

Table 3

⁶ Students receiving reading and/or writing intervention services in grades 7-8 were also tested on F&P reading levels.

⁷ While ANet assessments were administered to students in grades 2-8, data and analysis in this report reflects only grades 3-8 to better align with the charter goals and grade levels tested on the NYS ELA exam.

ANet exams assess students' understanding on a set of specific standards based on CACPCS's curriculum map and assigns a raw score to each student. Each student's raw score is then converted to a grade-specific scaled score and a performance level. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams.⁸ However, CACPCS's ELA cut scores for Level 3 and 4 were set slightly higher to conservatively project proficiency. CACPCS's cut scores were determined in partnership between the CACPCS principals, an ANet consultant, and a Lavinia Group consultant. The table below summarizes the scale scores by grade level for the ANet ELA exams.

2020-21 Scale Scores for ELA Proficiency Levels by Grade					
ELA	Grades 3-4		ELA	Grades 5-6	
0-38%	Level 1		0-54%	Level 1	
39-61%	Level 2		55-70%	Level 2	
62-85%	Level 3		71-81%	Level 3	
86-100%	Level 4		82-100%	Level 4	
					ELA
					Grades 7-8
					0-50%
					Level 1
					51-70%
					Level 2
					71-84%
					Level 3
					85-100%
					Level 4

Table 4

RESULTS AND EVALUATION

Based on A4 results from June 2020, CACPCS did not reach the goal of ensuring that 75% of students who were enrolled in at least their second year achieved proficiency in ELA. However, CACPCS did meet the goal of ensuring that the percentage of students enrolled in at least their second year achieving proficiency increased over the course of the school year. In fact, each grade level demonstrated growth between the beginning-of-year assessment and the end-of-year assessment, and half of all cohorts experienced growth between 2019-20 and 2020-21, despite the severe trauma of the COVID-19 pandemic. These figures highlight CACPCS's work to overcome learning loss due to struggles with remote learning and the health and economic impacts of the pandemic.

Table 5 below shows the difference in proficiency between all students and those enrolled in at least their second year based on 2020-21 A4 results. However, as CACPCS retains a very high percentage of its students, especially in testing years, the difference between these groups reflects less than 10% of the overall tested population; the difference in overall proficiency is negligible.

⁸ The scoring of multiple choice questions has been shown to reliably map to NYS proficiency standards. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams. The scoring of short-response writing prompts is mostly reliable, but is still an area of growth. ANet coaches continue to work with CACPCS instructional staff to ensure fidelity to the scoring rubrics.

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Grade	2020-21 ELA Proficiency			
	All Students		Students Enrolled In At Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	69	38%	63
4	57%	68	59%	61
5	42%	60	44%	55
6	19%	54	14%	49
7	18%	50	17%	48
8	49%	53	44%	48
All	38%	354	37%	324

Table 5

Table 6 highlights grade-level proficiency and growth between 2019-20 and 2020-21.

In 2019-20, each grade level demonstrated progress and increasing proficiency from one exam to the next until the disruption to the school's academic program brought on by COVID19. Prior to March 2020, the school administered three of the four annual ANet ELA interim assessments in-person (A1, A2, and A3). However, in March 2020, the CACPCS school buildings were temporarily closed and all instruction was provided virtually through the remainder of the school year. As a result, A4 was administered fully remotely. The rapid switch to remote learning came with a set of technology issues that impacted both the administration of the A4 exam and student engagement during the last quarter of the school year. The standards assessed on the A4 exams were all taught remotely, though many students lacked reliable internet connections and steady access to a device during this period. (While CACPCS distributed Chromebooks to all students who requested them, as well as Verizon hotspots to students experiencing connectivity issues, CACPCS also learned that many devices were shared with siblings or other family members.) These challenges, as well as the challenge for teachers to acclimate to remote instruction, caused a dip in the 2019-20 A4 ELA results. Consequently, ELA proficiency analyses use A3 as the end-of-year benchmark for 2019-20.

Table 6 highlights three major strengths of the CACPCS academic program:

- 1) CACPCS reduced learning loss over the spring and summer of 2020. Despite a significant drop between A3 and A4 in 2019-20, *the A1 results for 2020-21 show improvement from the prior year's A4 exam*, both overall and for five of six grade levels and four of five cohorts.
- 2) CACPCS increased proficiency for all students during the 2020-21 school year. *All grade levels experienced an increase in proficiency from A1 to A4 during the school year and overall school proficiency increased by 20 percentage points.* Notably, the percent of proficient students increased by over 30 percentage points in both grade 4 and grade 8.
- 3) CACPCS middle school interventions implemented over the past three years are working. *Between A3 in 2019-20 and A4 in 2020-21, all middle school grades saw improvements in*

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overall proficiency. In fact, four of six grade levels improved from 2019-20, all at the upper grade levels.

Grade	ELA Proficiency of Students In At Least Their Second Year							
	2019-20				2020-21			
	A1	A2	A3	A4	A1	A2	A3	A4
3	24%	31%	44%	11%	27%	16%	23%	38%
4	57%	66%	66%	21%	23%	46%	37%	59%
5	16%	16%	33%	3%	26%	47%	32%	44%
6	8%	8%	9%	4%	4%	0%	4%	14%
7	2%	8%	16%	9%	9%	10%	25%	17%
8	25%	27%	14%	29%	6%	9%	23%	44%
All	23%	27%	32%	13%	17%	24%	25%	37%

Table 6

ADDITIONAL CONTEXT AND EVIDENCE

Given that the majority of ELA assessments were administered online during the 2020-21 school year, it is important to note that the assessment conditions were not subject to the same controls as when administered in-school and in-person. Home environments vary and distractions created by others working or learning from home can impact students' focus during assessments. Additionally, parents must be reminded to not assist their children with the assessments. Finally, technology issues can also impact the administration of assessments. Internet connections may not be reliable; remote learning devices may malfunction; and remote learning platforms and/or the ANet system itself may go down for periods of time, creating the need to reschedule assessments or lengthen testing-taking windows.

ELA texts used for assessments were largely digital. However, the range of digitally-available texts was limited at times. Although school leaders worked with consultants from the Lavinia Group to align and orient teachers and students to using digital texts, it was relatively new work at the scale required for primarily remote learning during 2020-21.

By the end of the school year, fatigue with remote learning had set in as school-wide average daily attendance in June dipped to one of its lowest levels of the year (89%).

As described earlier, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments through the following:

- 1) Trouble-shooting potential technology issues with staff and students prior to assessments;
- 2) Orienting students and staff to each round of assessments in advance;
- 3) Providing positive incentives to students for completing assessments on time;

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- 4) Hosting workshops for parents on the importance of the assessments; and
- 5) Providing parents with tips on how to appropriately support their children before and during assessments.

Goal 1: Absolute Measure

Charter Measure: Each year, the school's aggregate Performance Index ("PI") on the New York State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

SY 2020-21 Measure: N/A

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the ELA test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2, 3, and 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's English language arts MIP for all students. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

Unfortunately, this goal is not able to be calculated for 2020-21. The New York State ELA exam was cancelled in 2019-20 and, while the exam was offered in 2020-21, the results are not being used for formal evaluation. The 2020-21 New York State ELA results are not reliable indicators of proficiency or growth given the disruptions caused by the COVID-19 pandemic and low student testing numbers.

Goal 1: Comparative Measure

Charter Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

SY 2020-21 Measure: N/A

METHOD

Typically, to evaluate this goal a school compares proficiency levels of all tested students enrolled in at least their second year to the proficiency levels of all tested students in the public school district of comparison based on the New York State ELA exam. However, as noted above, the 2020-21 state

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ELA results are not appropriate for absolute, comparison, or growth measures. As a result, CACPCS does not have a reliable comparison measure.

Schools utilizing the ANet exam may view overall results from peer schools, defined as those schools utilizing the same curriculum and ANet exams.⁹ Network comparisons provide the average proficiency achieved by all peer schools that administered the exam.

RESULTS AND EVALUATION

On the beginning-of-year ELA exam (A1), CACPCS outperformed the ANet Network in grades 3-7 (five of six grade levels) and was almost at parity with the Network average in grade 8. By the end-of-year ELA assessment (A4), CACPCS outperformed the ANet Network in every grade in 2020-21. Moreover, at the elementary school level, CACPCS outperformed the Network average by 10 percentage points or more on each of A1 and A4.

2020-21 ANet ELA Comparisons ¹⁰						
Grade	A1			A4		
	CACPCS Average Score ¹¹	ANet Network Average Score	Number of Schools in Network	CACPCS Average Score	ANet Network Average Score	Number of Schools in Network
3	48%	35%	22	54%	43%	4
4	56%	45%	22	62%	48%	4
5	45%	35%	36	65%	48%	5
6	43%	40%	23	46%	38%	8
7	46%	45%	21	54%	48%	8
8	42%	43%	28	66%	50%	7

Table 7

ADDITIONAL EVIDENCE

As noted above, the ANet comparisons only reflect other schools that utilize the same underlying curricula and administer the same ANet exams. While ANet has over 1,000 schools in its overall network, not all use the same curricula as CACPCS.

The “Network Average” on the myANet portal is a helpful comparison point to see scores relative to other schools. ANet assessments are aligned to the rigor of grade level standards and are based on

⁹ ANet exams are unique to the underlying curricula taught at each school. As a result, the ANet ELA exams administered at the CACPCS elementary school are aligned with the elementary school’s Insight Humanities curriculum, while the ANet ELA exams administered at the CACPCS middle school are aligned with the Engage NY curriculum used for grades 6-8.

¹⁰ The number of schools in network includes CACPCS.

¹¹ The average score is based on students’ raw scores and does not reflect proficiency. Proficiency is defined as achieving Level 3 or 4 based on cut scores.

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a school's curricular scope and sequence. The ANet assessment network comparison enables better contextualization of scores so CACPCS school leaders and teachers can see both where students are in terms of grade level instruction, and in comparison across a network of schools. CACPCS consistently outperformed the ANet network of schools in nearly all grades throughout the year.

Goal 1: Comparative Measure

Charter Measure: Each year, the school will exceed its predicted level of performance on the New York State English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

SY 2020-21 Measure: N/A

METHOD

To evaluate this goal, the SUNY Charter Schools Institute ("Institute") typically conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide, using New York State ELA exam results. Given that the Institute is not relying on 2020-21 New York State exams for reliable achievement measures, progress towards this goal is not able to be determined this year.

However, CACPCS is dedicated to providing high-quality instruction and learning to all students, including students with disabilities,¹² English language learners, and economically disadvantaged students. CACPCS uses ANet ELA results to monitor and evaluate the performance of students with disabilities and English language learners.

RESULTS AND EVALUATION

CACPCS's academic program supports learning and achievement for SWD and ELLs. Table 8 below shows proficiency and growth between 2019-20 and 2020-21 for SWD and ELLs. As noted above, the switch to remote learning and assessment in March 2020 upended the A4 test administration. While A4 was administered in 2019-20, the results are not included here or used for end-of-year analysis due to issues relating to the move to remote learning and virtual test administration.

Both SWDs and ELLs demonstrated growth between the beginning of the year assessment (A1) and end of year assessments in both of the last two year.¹³ Moreover, the percentage point growth increased from year to year. The percentage of SWD scoring proficient in ELA increased by seven percentage points in 2019-20 and by 16 percentage points in 2020-21. Similarly, the percentage of ELL scoring proficient in ELA increased by 14 percentage points in 2019-20 and by 16 percentage

¹² Defined as a student with an Individualized Education Plan (IEP)

¹³ A3 in 2019-20 and A4 in 2020-21

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points in 2020-21. Notably, both populations saw an overall increase in proficiency between 2019-20 and 2020-21, despite the impact and trauma of the COVID-19 pandemic.

		ELA Proficiency for Special Populations							
		2019-20				2020-21			
		A1	A2	A3	A4	A1	A2	A3	A4
SWD	Percent Proficient	13%	20%	20%	12%	12%	19%	8%	28%
	Number Tested	78	82	84	78	91	86	92	85
ELL	Percent Proficient	3%	7%	17%	7%	11%	16%	15%	32%
	Number Tested	31	30	30	29	55	50	53	53

Table 8

Goal 1: Growth Measure

Charter Measure: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

SY 2020-21 Measures:

Each year, students in grades 3-8 in the bottom third based on the beginning-of year ANet ELA assessment will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

METHOD

During the 2020-21 school year CACPCS primarily used the ANetELA exam to assess student growth and achievement in ELA; the New York State ELA exam results were not used given concerns about the efficacy of the data.

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To evaluate growth in student achievement, CACPCS studied the percentage point growth between the beginning-of-year and the end-of year ANet ELA assessments for all students. Due to the disruption in testing caused by the COVID-19 pandemic, growth for 2019-20 is based on growth between A1 and A3, whereas growth for 2020-21 is based on growth between A1 and A4. Median growth figures reflect all students with beginning-of-year and end-of year ANet ELA test results.

RESULTS AND EVALUATION

CACPCS students demonstrated strong growth between the beginning-of-year ELA assessment and the end-of-year assessment in 2020-21. Moreover, students experienced higher levels of growth in 2020-21 than in the previous year.

Table 8 below shows median growth in 2019-20 and 2020-21 for students enrolled in at least their second year, low initial achievers,¹⁴ SWD, and ELLs. There are four key takeaways from the table:

- 1) All student groups demonstrated within-year growth in both 2019-20 and 2020-21.
- 2) Median growth for all students in at least their second year increased from 2019-20 to 2020-21, reflecting CACPCS's focus on reducing learning loss caused by the pandemic.
- 3) In both years, low initial achievers grew at a higher rate than all students in at least their second year, evidence of CACPCS's focus on supporting struggling students.
- 4) The median growth of ELLs was equal to or higher than that of all students in at least their second year in both years.

	ELA Median Growth ¹⁵			
	2019-20		2020-21	
	Median Growth (ppt.)	Number Tested	Median Growth (ppt.)	Number Tested
Students Enrolled In At Least Their Second Year	3.3	347	10.0	311
Low Initial Achievers	16.5	139	15.8	129
SWD	6.7	75	7.5	79
ELL	19.6	30	10.0	53

Table 9

Based on student-level median growth between A1 and A4 in 2020-21, CACPCS met the goal of ensuring that low initial achievers demonstrate levels of growth that are equal to or higher than

¹⁴ Defined as those students scoring in the bottom third based on A1 ELA results

¹⁵ Median growth for 2019-20 is based on growth between A1 and A3 due to the disruption in testing caused by the COVID-19 pandemic. Median growth for 2020-21 is based on growth between A1 and A4.

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that of all students who have been enrolled at the school for at least two years.¹⁶ CACPCS also met the goal of ensuring that ELLs demonstrate levels of growth that are equal to or higher than that of all students who have been enrolled at the school for at least two years. While CACPCS did not meet the similar goal for SWD, the school came close to meeting the goal and still supported SWD in achieving a higher level of growth in 2020-21 than shown in 2019-20.

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Goal Type	Goal Measure	Subgroup	Target	Tested	Results	Met?
Absolute	Measure 1: Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet ELA exam.	2+ students	75%	324	37%	No
Growth	Measure 2: Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet ELA exam and the end-of-year ANet ELA exam.	2+ students	18%	324	37%	Yes
Growth	Measure 3: Each year, students in grades 3-8 in the bottom third based on the beginning-of year ANet ELA assessment will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Low initial achievers	10 ppt.	129	16 ppt.	Yes
Growth	Measure 4: Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	English language learners	10 ppt.	53	10 ppt.	Yes

¹⁶ Students who have been enrolled at the school for at least two years indicates students who were enrolled as of BEDS day the prior year.

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Growth	Measure 5: Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet ELA assessment and end-of-year ANet ELA assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Students with disabilities	10 ppt.	79	8 ppt.	No
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Table 10

CACPCS met three of the five self-identified ELA goals for 2020-21 as illustrated in the table above, and came close to meeting a fourth. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year performed at proficiency in ELA, the school did show high levels of growth across all grades and special populations during 2020-21. As CACPCS continues to strengthen its curriculum, academic interventions, and strategies to support students with disabilities and English language learners, the school fully expects to ultimately achieve all English language arts goals.

ACTION PLAN

During the 2021-22 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-5 Humanities and 6-8 ELA are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals and Head of School, instructional leaders and content area consultants from the Lavinia Group, EDUCATE, LLC, and ANet will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular Curriculum Team time will be dedicated to ensuring that instructional literacy plans are coherent, and that they are having the desired impact on student learning. Literacy instructional plans will feature the following:

- 1) All K-2 students will receive weekly instruction using Foundations.
- 2) All K-6 students will receive 30-40 minutes of Guided Reading instruction 3-5 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- 3) ELLs in grades 6-8 will receive Guided Reading instruction to better address their needs.
- 4) Close Reading instruction will occur at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses across a variety of fiction and non-fiction texts. The Lavinia Group will continue to provide CACPCS the texts for Close Reading throughout the school year.
- 5) Structured word study and vocabulary instruction in all grades, including a particular focus on content- and standards-aligned vocabulary across all content areas.
- 6) Implementation fidelity will be prioritized for reading interventions (e.g. Wilson Reading).

- 7) CACPCS will continue its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, high-interest literature and more time during the instructional day for independent reading.
- 8) Grades 3-8 will use novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in Guided Reading and Close Reading to classroom discussions, projects, and presentations.
- 9) Instruction for those students already meeting grade level standards will be supported by the implementation of learning centers and blended learning experiences using educational technology introduced by EDUCATE, LLC. CACPCS will prioritize tools that allow the school to easily track students' learning through their use of these tools.

Utilizing results from interim assessments and practice tests, the Principals and Academic Deans will conduct item analyses using ANet's data review protocols to continue to support teachers in their daily lesson planning. In grades 6-8, there will be a particular focus on the consistent implementation and review of formative (weekly) and summative assessments at the end of units of study. These frequent reviews will further drive instruction and content/skills mastery while reinforcing teachers' understanding of power and supporting standards.

Literacy is not limited to Humanities or ELA classes at CACPCS. CACPCS elementary and middle school students will learn to read, write, speak, listen, and use language effectively in all content areas. Instruction in social studies, science, math, and the arts will place an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach supports the building of new knowledge about a variety of subjects and helps students think critically about historical and current events, themes, and technical and scientific issues.

Students will also be expected to communicate clearly, effectively, and persuasively in the spoken language. Humanities and ELA instruction, as with all content courses, will include teacher-facilitated, collaborative discussions in the classroom. These discussions will require students to listen carefully to their peers and teachers in order to build upon expressed ideas. In addition to classroom conversations, learning experiences across content areas will require students to make oral presentations.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the summer prior to the 2020-21 school year, school leadership reviewed a range of data in planning for the year. Specifically, leadership reviewed 2019-20 ANet math test results, math curriculum and in-class assessment rubrics, and math improvement plans implemented during the 2019-20 school year. School leadership reviewed whole school, grade-level, cohort-level, and sub-group data for ELLs and SWD, including absolute and comparative performance and trends over time. The instructional leadership team conducted student-level item analyses of the data and focused on standards that showed low proficiency.

As 2019-20 was the first year that CACPCS administered the ANet assessments, the school did not have historical comparisons. While school leadership had hoped to review the diagnostic and quarterly exam results to use as baseline data for future years, the COVID-19 pandemic disrupted the last two quarterly math exams. Prior to March 2020, the school had administered a diagnostic baseline and two of the four annual ANet interim assessments in-person (A1 and A2).

Unfortunately, the A3 math assessment was administered partially in-person and partially remotely, as the exam timing overlapped with the shift to remote learning. The A3 math exam was administered remotely for middle school grades and the A4 math exam was administered remotely across all grades. The standards assessed on the A4 exams were all taught remotely, and some students lacked reliable internet connections and steady access to a device during this period. The change in administration method, coupled with the shift to remote learning and other trauma of the period, caused a dip in the 2019-20 A3 and A4 math results.

While the general trend over the past two years has been positive, the issues associated with the 2019-20 test administrations raised doubts about the reliability of using 2019-20 A3 or A4 data as a baseline for benchmarking school year proficiency. In 2020-21, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments by trouble-shooting potential technology issues with students and staff prior to assessments; orienting students and staff to each round of assessments in advance; providing positive incentives to students for completing assessments on time; providing students with experience with technology-enabled assessment items prior to testing; and hosting workshops for parents on the importance of the assessments and how to support their students appropriately at home during test administration.

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Both the elementary and middle school Principals developed math instructional improvement plans for 2020-21 that were reviewed by the Head of School before the start of the school year. Because CACPCS is a K-8 school with two teams that share resources and staff, the Head of School reviewed the plans for coherence across grades and to outline resource implications of the plans. CACPCS's hybrid instructional model for the year meant that instructional leadership teams and teachers had to include both remote learning and in-person instructional strategies in their planning for the year.

At the elementary school, math teachers utilized the Eureka Math curriculum for the first time during the 2020-21 school year. Eureka Math emphasizes "sense-making" instead of "answer-getting." In addition to providing training on the new curriculum and planning time during the Spring of 2020, instructional leaders implemented a new protocol for unpacking the standards prior to teachers' implementation of each unit so teachers were more aware of the aspects of rigor present in each unit and each unit's lesson plans. Elementary teachers increased their use of manipulatives and visual models to support lessons and continued implementation of number stories (or word problems), with a focus on student coaching and discourse. Helping teachers coach students through their misconceptions and errors while facilitating classroom discussions about their math thinking was a focus of professional development in 2020-21. The elementary school team focused on helping students achieve mastery of math skills and standards through learning that was more visible whether remote or in-person.

Similarly, middle school teachers studied the major math work at each grade-level to deepen their understanding of the demands and aspects of rigor called for by the standards in Envision Math, the middle school math curriculum. Teachers focused on achieving higher levels of student engagement and developing grade level problems and practicals that matched the level of rigor present in the standards. Instructional leaders coached teachers on their strategic sharing of models, tools, and a variety of student solution methods. Math practicals were one of the fundamental tools used to enable students to exercise mathematical thinking and to demonstrate math content knowledge, while also applying new learning (with relevance) to real-world contexts. The Lavinia Group provided an additional math content coach to support the middle school Principal, who supervised the math team in 2020-21. The Lavinia Group and ANet coaches worked closely with the Principal to provide rigorous math content coaching to teachers in their efforts to advance their instructional practices.

In addition to the curriculum and instructional priorities in math outlined above, both the elementary and middle school instructional leadership teams defined a set of instructional benchmarks and student goals for each grade level. The benchmarks articulated which instructional performance indicators would be observed and would be the focus of monthly coaching throughout the year. The benchmarks were aligned with the instructional priorities. For example, the instructional benchmark focused on Deepening and Reinforcing Learning includes the following: *"Teacher provides clear, descriptive, and transferable feedback to help students refine their use of*

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key skills and/or deepen their comprehension.” This instructional benchmark aligns with the instructional priorities focused on student coaching and discourse described earlier. Student performance goals were also set in math based on the ANet assessment cycles. Leaders and teachers worked with one another to review assessment data and set goals at the start of the year. Progress towards those goals was monitored and curriculum and instruction were adjusted based on progress monitoring.

As outlined above, CACPCS used ANet diagnostic (middle school only) and interim assessments in grades 2-8 in math during the 2020-21 school year. Staff focused on both instructional recovery (to address unfinished math instruction during the 2019-20 school year) and helping students acquire new skills and content knowledge. K-8 instructional leaders and teachers continued student work reviews and data analysis meetings supported by the school’s ANet and Lavinia Group coaches during the 2020-21 school year. The middle school team also developed a protocol for Math Intellectual Preparation meetings in collaboration with the Lavinia Group to complement this same content knowledge development protocol in ELA.

Goal 2: Absolute Measure

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

SY 2020-21 Measures:

Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet math exam.

Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet math exam and the end-of-year ANet math exam.

METHOD

CACPCS administered numerous assessments in mathematics during the 2020-21 school year, including end-of-unit classroom assessments and ANet interim assessments for students in grades 2-8.

During 2020-21, the school primarily used the ANet exam to assess student growth and achievement in mathematics. Included in the ANet package is a beginning-of-the-year diagnostic exam and well as four quarterly assessments (A1 – A4) based on the standards being taught during the period.

The table below summarizes participation information for this year’s ANet test administrations in math. The table indicates total enrollment as of BEDS day and total number of students tested in

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grades 3-8 in math.¹⁷ Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year). Diagnostic participation numbers were lower than ideal due to technology issues and issues with remote learning devices associated with school year start-up (e.g. need to replace broken or defective devices, log-in issues, etc.). Due to these low diagnostic numbers and to standardize the comparisons across ELA and math,¹⁸ analysis and assessment of math results were based on A1 – A4 exams in 2020-21.

Grade	Total Tested in Math					Total Enrolled
	Diagnostic Sept. 2020	A1 Oct./Nov. 2020	A2 Jan. 2020	A3 Feb./Mar. 2021	A4 Jun. 2021	
3	42	70	70	69	69	75
4	55	81	79	78	77	83
5	54	69	66	65	64	70
6	44	56	55	57	54	64
7	55	52	52	54	53	62
8	45	56	58	55	48	66
All	295	384	380	378	365	420

Table 11

ANet exams assess students' understanding on a set of specific standards based on CACPCS's curriculum map and assigns a raw score to each student. Each student's raw score is then converted to a grade-specific scaled score and a performance level. ANet's Strong Score Studies have shown that if a student scores between 55% - 65% on the standards, they typically earn a Level 3 or 4 on state exams. However, CACPCS's cut scores for Level 3 and 4 were typically set slightly higher than the 55% threshold to conservatively project proficiency. CACPCS's mathematics cut scores were determined in partnership between the CACPCS principals and an ANet consultant. The table below summarizes the scale scores by grade level for the ANet math exams.

2020-21 Scale Scores for Math Proficiency Levels by Grade							
Math	Grade 3		Math	Grade 4		Math	Grade 5
0-42%	Level 1		0-39%	Level 1		0-40%	Level 1
43-61%	Level 2		40-63%	Level 2		41-59%	Level 2
62-81%	Level 3		64-80%	Level 3		60-79%	Level 3
82-100%	Level 4		81-100%	Level 4		80-100%	Level 4
Math	Grade 6		Math	Grade 7		Math	Grade 8

¹⁷ While ANet assessments were administered to students in grades 2-8, data and analysis in this report reflects only grades 3-8 to better align with the charter goals and grade levels tested on the NYS math exam.

¹⁸ As previously noted, the ELA diagnostic was not administered at the elementary level. To compare similar periods between the ELA and math exams, all analyses use A1 as the beginning-of-year baseline.

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0-31%	Level 1		0-36%	Level 1		0-34%	Level 1
32-50%	Level 2		37-60%	Level 2		35-60%	Level 2
51-72%	Level 3		61-83%	Level 3		61-81%	Level 3
73-100%	Level 4		84-100%	Level 4		82-100%	Level 4

Table 12

RESULTS AND EVALUATION

Based on A4 results from June 2020, CACPCS did not reach the goal of ensuring that 75% of students who were enrolled in at least their second year achieved proficiency in math. However, CACPCS did meet the goal of ensuring that the percentage of students enrolled in at least their second year achieving proficiency in math increased over the course of the school year. During 2020-21, proficiency rose between A1 and A4 in grades 4, 5, 7, and 8, with grades 4 and 5 posting growth of 25 percentage points or more. In addition, nearly all cohorts experienced growth between 2019-20 and 2020-21. The 2020-21 5th and 8th grade cohorts saw growth of more than 20 percentage points between A3 in 2019-20 and A4 in 2020-21.

Table 13 below shows the difference in proficiency between all students and those enrolled in at least their second year based on 2020-21 A4 math results. However, as with the ELA exam, the difference between these groups reflects less than 10% of the overall tested population.

Grade	2020-21 Math Proficiency			
	All Students		Students Enrolled In At Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	4%	69	5%	63
4	36%	77	38%	68
5	73%	64	75%	59
6	19%	54	16%	49
7	17%	53	18%	51
8	35%	48	36%	44
All	31%	365	32%	334

Table 13

Table 14 highlights grade-level proficiency and growth between 2019-20 and 2020-21. The three main results are:

- 1) CACPCS reduced learning loss over the spring and summer of 2020. *The A1 results for 2020-21 show improvement from the prior year's A3 exam, both overall and for five of six grade levels and two of five cohorts.*

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- 2) CACPCS increased overall school proficiency during the 2020-21 school year. *Overall school proficiency increased by 6 percentage points and four grade levels experienced an increase in proficiency from A1 to A4 during 2020-21.* Notably, the percent of proficient students increased by over 25 percentage points in both grade 4 and grade 5. Grade 8 also saw an 18 percentage point increase in math proficiency over the school year.
- 3) Despite the severe health, economic, and educational impacts of the COVID-19 pandemic, no CACPCS cohort experienced a decline in proficiency between 2019-20 and 2020-21. *Between A3 in 2019-20 and A4 in 2020-21, all grades saw improvements in overall proficiency.* The 4th, 5th, 6th, 7th, and 8th grade cohorts in 2020-21 saw gains of 0.2, 29.4, 8.4, 1.3, and 24.6 percentage points, respectively, from the 2019-20 A3 results.

Grade	Math Proficiency of Students In At Least Their Second Year							
	2019-20				2020-21			
	A1	A2	A3	A4	A1	A2	A3	A4
3	19%	44%	38%	2%	40%	40%	19%	5%
4	51%	48%	45%	0%	13%	14%	35%	38%
5	8%	17%	8%	2%	44%	79%	67%	75%
6	27%	42%	16%	0%	20%	40%	17%	16%
7	4%	8%	12%	0%	14%	16%	22%	18%
8	5%	23%	15%	0%	18%	6%	44%	36%
All	19%	31%	24%	1%	26%	33%	34%	32%

Table 14

ADDITIONAL CONTEXT AND EVIDENCE

Given that the majority of assessments were administered online during the 2020-21 school year, it is important to note that the assessment conditions were not subject to the same controls as when administered in-school and in-person. Home environments vary and distractions created by others working or learning from home can impact students' focus during assessments, and parents must sometimes be reminded to not assist their children with the assessments. Technology issues can also impact the administration of assessments. Internet connections may not be reliable; remote learning devices may malfunction; and remote learning platforms and/or the ANet system itself may go down for periods of time, creating the need to reschedule assessments or lengthen testing-taking windows. Finally, by the end of the school year, fatigue with remote learning had set in; school-wide average daily attendance dropped in June, the month of the EOY A4 assessments.

As described earlier, CACPCS strove to increase test participation rates and to strengthen protocols for remote administration of assessments through the following:

- 1) Trouble-shooting potential technology issues with students and staff prior to assessments;
- 2) Orienting students and staff to each round of assessments in advance;

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- 3) Providing positive incentives to students for completing assessments on time;
- 4) Providing students with experience with technology-enabled assessment items prior to testing;
- 5) Hosting parent workshops on the importance of the assessments; and
- 6) Providing parents with tips on how to appropriately support their children before and during assessments.

Goal 2: Absolute Measure

Charter Measure: Each year, the school's aggregate Performance Index ("PI") on the New York State math exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

SY 2020-21 Measure: N/A

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the math test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2, 3, and 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's math MIP for all students. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

Unfortunately, this goal is not able to be calculated for 2020-21. The New York State math exam was cancelled in 2019-20 and, while the exam was offered in 2020-21, the results are not being used for formal evaluation. The 2020-21 New York State math results are not reliable indicators of proficiency or growth given the disruptions caused by the COVID-19 pandemic and low student testing numbers.

Goal 2: Comparative Measure

Charter Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State math exam will be greater than that of all students in the same tested grades in the school district of comparison.

SY 2020-21 Measure: N/A

METHOD

Typically, to evaluate this goal a school compares proficiency levels of all tested students enrolled in at least their second year to the proficiency levels of all tested students in the public school district

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of comparison based on the New York State math exam. However, as noted above, the 2020-21 state math results are not appropriate for absolute, comparison, or growth measures. As a result, CACPCS does not have a reliable comparison measure.

Schools utilizing the ANet exam may view overall results from peer schools, defined as those schools utilizing the same math curriculum and ANet exams.¹⁹ Network comparisons provide the average proficiency achieved by all peer schools that administered the exam.

RESULTS AND EVALUATION

CACPCS outperformed the ANet Network in all grades on the beginning-of-year math assessment (A1) and outperformed the ANet Network in nearly all grades on the end-of-year math assessment (A4). On the end-of-year assessment, CACPCS outpaced the Network in grades 3-7 (five of six grade levels) and was almost at parity with the Network average in grade 8. Moreover, grade 5 outperformed the Network by 15 percentage points in A1 and by 31 percentage points in A4.

2020-21 ANet Math Comparisons ²⁰						
Grade	A1			A4		
	CACPCS Average Score ²¹	ANet Network Average Score	Number of Schools in Network	CACPCS Average Score	ANet Network Average Score	Number of Schools in Network
3	52%	46%	75	31%	26%	9
4	49%	46%	88	59%	37%	17
5	53%	38%	75	72%	41%	9
6	44%	41%	23	38%	36%	2
7	42%	41%	22	37%	33%	4
8	49%	45%	7	41%	43%	2

Table 15

ADDITIONAL EVIDENCE

As noted above and in the ELA section of this report, the ANet comparisons only reflect other schools that utilize the same underlying curricula and administer the same ANet exams. While ANet has over 1,000 schools in its overall network, not all use the same curricula as CACPCS.

¹⁹ ANet exams are unique to the underlying curricula taught at each school. As a result, the ANet math exams administered at the CACPCS elementary school are aligned with the elementary school's Eureka Math curriculum, while the ANet math exams administered at the CACPCS middle school are aligned with the Envision Math curriculum used for grades 6-8.

²⁰ The number of schools in network includes CACPCS.

²¹ The average score is based on students' raw scores and does not reflect proficiency. Proficiency is defined as achieving Level 3 or 4 based on cut scores.

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The “Network Average” on the myANet portal is a helpful comparison point to see scores relative to other schools. ANet assessments are aligned to the rigor of grade level standards and are based on a school’s curricular scope and sequence. The ANet assessment network comparison enables better contextualization of scores so CACPCS school leaders and teachers can see both where students are in terms of grade level instruction, and in comparison across a network of schools. CACPCS consistently outperformed the ANet network of schools in nearly all grades throughout the year.

Goal 2: Comparative Measure

Charter Measure: Each year, the school will exceed its predicted level of performance on the New York State math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

SY 2020-21 Measure: N/A

METHOD

To evaluate this goal, the SUNY Charter Schools Institute (“Institute”) typically conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide, using New York State math exam results. Given that the Institute is not relying on 2020-21 New York State exams for reliable achievement measures, progress towards this goal is not able to be determined this year.

However, CACPCS is dedicated to providing high-quality instruction and learning to all students, including SWD, ELLs, and economically disadvantaged students. CACPCS uses ANet math results to monitor and evaluate the performance of SWD and ELLs.

RESULTS AND EVALUATION

CACPCS’s academic program includes multiple supports and interventions for SWD and ELLs. Table 16 below shows proficiency and growth between 2019-20 and 2020-21 for SWD and ELL populations. As noted above, the switch to remote learning and assessment in March 2020 upended the A3 and A4 math test administrations.

SWDs demonstrated growth between the beginning of the year assessment (A1) and end of year assessments in both of the last two years.²² Moreover, the percentage point growth increased from year to year. The percentage of SWD scoring proficient in ELA increased by four percentage points in 2019-20 and by 11 percentage points in 2020-21. The gap between proficiency for all students enrolled in at least their second year and proficiency for SWDs also declined between A3 in 2019-20

²² A3 in 2019-20 and A4 in 2020-21

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and A4 in 2020-21. The gap was 12 percentage points in 2019-20 and fell to only six percentage points a year later; the gap was halved.

While math proficiency rates for the ELL population did not increase during the course of 2020-21, they did improve between 2019-20 and 2020-21. Math proficiency increased by 12 percentage points between A3 in 2019-20 and A4 in 2020-21.

		Math Proficiency for Special Populations							
		2019-20				2020-21			
		A1	A2	A3	A4	A1	A2	A3	A4
SWD	Percent Proficient	8%	15%	12%	0%	15%	22%	19%	26%
	Number Tested	80	80	75	46	89	88	93	86
ELL	Percent Proficient	10%	16%	9%	0%	25%	32%	19%	21%
	Number Tested	30	31	23	9	52	53	53	53

Table 16

Goal 2: Growth Measure

Charter Measure: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.

SY 2020-21 Measures:

Each year, students in grades 3-8 in the bottom third based on the beginning-of-year ANet math assessment will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.

METHOD

During the 2020-21 school year CACPCS primarily used the ANet math exam to assess student growth and achievement in math; the New York State math exam results were not used given concerns about the efficacy of the data.

To evaluate growth in student achievement, CACPCS studied the percentage point growth between the beginning-of-year and the end-of year ANet math assessments for all students. Due to the disruption in testing caused by the COVID-19 pandemic, growth for 2019-20 is based on growth between A1 and A3, whereas growth for 2020-21 is based on growth between A1 and A4. Median growth figures reflect all students with beginning-of-year and end-of year ANet math test results.

RESULTS AND EVALUATION

CACPCS students demonstrated growth between the beginning-of-year math assessment and the end-of-year math assessment in 2020-21. Moreover, SWD and ELLs experienced higher levels of growth in 2020-21 than in the previous year.

Table 17 shows median growth in 2019-20 and 2020-21 for students enrolled in at least their second year, low initial achievers,²³ SWD, and ELL. There are three key takeaways from the table:

- 1) Median growth was positive for all special populations in 2020-21, indicating that the majority of students in each group saw increases in their exam scores during the school year.
- 2) In both years, low initial achievers grew at much higher rates than all students in at least their second year, evidence of CACPCS's focus on supporting struggling students and the efficacy of interventions for these students.
- 3) Median growth for SWDs and ELLs surpassed median growth for all students enrolled in at least their second year, and median growth for SWDs and ELLs also increased from 2019-20 to 2020-21. These data points highlight CACPCS's focus on special populations.

	Math Median Growth ²⁴			
	2019-20		2020-21	
	Median Growth (ppt.)	Number Tested	Median Growth (ppt.)	Number Tested
Students Enrolled In At Least Their Second Year	3.3	324	2.1	315

²³ Defined as those students scoring in the bottom third based on A1 results

²⁴ Median growth for 2019-20 is based on growth between A1 and A3 due to the disruption in testing caused by the COVID-19 pandemic. Median growth for 2020-21 is based on growth between A1 and A4.

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Low Initial Achievers	10.8	132	10.6	126
SWD	5.1	68	5.3	78
ELL	-9.1	22	1.7	49

Table 17

Based on student-level median growth between A1 and A4 in 2020-21, CACPCS met the goal of ensuring that low initial achievers demonstrate levels of growth in math that are equal to or higher than that of all students who have been enrolled at the school for at least two years.²⁵ CACPCS also met the goal of ensuring that SWDs demonstrate levels of growth in math that are equal to or higher than that of all students who have been enrolled at the school for at least two years. While CACPCS did not meet the similar goal for ELLs, the school came close to meeting the goal and supported ELLs in achieving a significantly higher median growth rate in 2020-21 than in 2019-20.

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Goal Type	Goal Measure	Subgroup	Target	Tested	Results	Met?
Absolute	Measure 1: Each year, 75% of students in grades 3-8 enrolled in at least their second year at the school will score a Level 3 or Level 4 on the end-of-year ANet math exam.	2+ students	75%	334	32%	No
Growth	Measure 2: Each year, the percentage of students in grades 3-8 enrolled in at least their second year at the school scoring a Level 3 or Level 4 will increase between the beginning-of-year ANet math exam and the end-of-year ANet math exam.	2+ students	26%	334	31%	Yes
Growth	Measure 3: Each year, students in grades 3-8 in the bottom third based on the beginning-of year ANet math assessment will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Low initial achievers	2.1	126	10.6	Yes

²⁵ Students who have been enrolled at the school for at least two years indicates students who were enrolled as of BEDS day the prior year.

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Growth	Measure 4: Each year, English language learner students in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	English language learners	2.1	78	5.3	Yes
Growth	Measure 5: Each year, students with disabilities in grades 3-8 will demonstrate growth between the beginning-of-year ANet math assessment and end-of-year ANet math assessment that will be equal to or greater than the percentage point growth for all students enrolled in at least their second year at the school.	Students with disabilities	2.1	49	1.7	No

Table 18

CACPCS met three of the five self-identified math goals for 2020-21 as illustrated in the table above, and came close to meeting a fourth. While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year reached proficiency in math, the school did show overall growth and low initial achievers, SWD, and ELLs demonstrated positive median growth in math in 2020-21.

ACTION PLAN

During the 2021-22 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-8 math are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals and Head of School, instructional leaders and content area consultants from the Lavinia Group (ELA and math), EDUCATE, LLC, and ANet will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular Curriculum Team time will be dedicated to ensuring that math instructional plans are coherent, and that they are having the desired impact on student learning. Key action items in mathematics during the 2021-22 school year include the following:

- 1) CACPCS plans to solidify its implementation of two curricula that have been in use at CACPCS for a relatively short period of time – Eureka Math (K-5) and Envision Math (6-8). The instructional leadership and consultants with ANet and the Lavinia Group will continue helping teachers shift their practice to challenge students to meet the higher standards embedded in these curricula.
- 2) Both the K-5 and 6-8 math curricula will focus on the most commonly tested standards; reflect the thinking skills required across grades; link to major topics within grades; and

focus on conceptual understanding, procedural skill, fluency, and application with equal intensity.

- 3) The math scope and sequence for all grades K-8 will reinforce the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, and computational skills for improved vertical alignment.
- 4) Leaders and teachers will work together to ensure assessments more closely track the specific concepts and skills taught from one interim assessment to the next. This will provide more clarity about what skills and concepts students have to master so the staff can more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.
- 5) Teachers and leaders at the middle school will continue to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They will look for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems and "practicals."
- 6) Math Intellectual Preparation meetings at the middle school will continue to provide math teachers with opportunities to unpack standards and share instructional strategies.
- 7) At the middle school, a new Math Coach will be on-boarded to add teacher coaching capacity in this area. At the elementary school, a new Academic Dean will provide additional supervision and support of math instruction.
- 8) Teacher coaching and professional development will continue to help teachers develop their repertoire of math instructional strategies.
- 9) Students at all grade levels will be provided with opportunities for additional support in math to address any missed concepts or learning loss (i.e. strategic small group instruction, after school tutoring, etc.).

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

Science learning at CACPCS begins in kindergarten. Teachers in grades K-3 lay a strong science foundation by providing students with regular science experiences. These learning experiences introduce students to key science concepts so that by grade 4 they are prepared to meet grade 4 science standards and demonstrate proficiency on the New York State science exam.

CACPCS's science curriculum, *Elevate*, is aligned with the New York State's Science Learning Standards and the Next Generation Science Standards. *Elevate* puts exploration at the heart of science and helps students investigate real-life phenomena through project-based learning. The curriculum develops strong reasoning skills and critical thinking strategies, as students engage in explorations, formulate claims, and use data for evidence-based arguments. The school's science approach incorporates basic and advanced skills (including vocabulary and fluent usage of scientific language), math applications, use of materials, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. Science teachers utilize skill-based texts and ensure that reading and writing is linked to content-area information presented in lessons. Teachers incorporate 21st century learning and skills by asking students to think critically, communicate and collaborate with each other so that innovation can occur.

The *Elevate* textbooks and digital materials are high-quality and engaging, and CACPCS science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement in the content in 2020-21. The digital materials and virtual learning tools were especially important given the remote learning environment.²⁶ In 2020-21, both the remote learning environment and the departmentalized structure allowed students to receive instruction from teachers who were confident and passionate about the material. Moreover, CACPCS's co-teaching model allowed science teachers to work together to plan and deliver lessons and lab experiments that allowed students to acquire new content knowledge through a combination of mini-lessons and experimentation. During both remote learning and in-person learning days, students conducted experiments and participated in hands-on experiences. Materials for experiments and hands-on activities were packaged and distributed to parents and students in

²⁶ As a result of the ongoing COVID-19 pandemic, the majority of students were fully remote and those that took part in the school's hybrid learning option or learning lab also spent significant portions of the school year in a remote setting.

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advance of the activities. In-person days were used to provide opportunities for hands-on learning and experimentation in the classroom for those students who chose the hybrid learning option.

To ensure student growth and achievement, teachers administer end-of-unit science assessments, analyze results, and adjust instruction to help all students demonstrate mastery of the New York State Science Learning Standards. Where needed, teachers provide additional supports for students struggling with certain science standards. Science teachers are supported in their analyses of assessment data by CACPCS instructional leaders. The Principals and Academic Deans also provide coaching and feedback to science teachers to build teacher capacity, to collaboratively unpack standards using Thoughtful Classroom Episodes of Learning, and to implement selected school-wide instructional tools that support strategic teaching.

Goal 3: Absolute Measure

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

Goal 3: Comparative Measure

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

METHOD

Unfortunately, due to the COVID-19 pandemic, New York State did not administer Grade 4 or Grade 8 science tests in either 2019-20 or 2020-21. However, as noted above, CACPCS science teachers regularly administered end-of-units tests to assess and evaluate student achievement in science during the 2020-21 school year. Because these tests were not standardized, no results for 2020-21 are reported here.

RESULTS AND EVALUATION

CACPCS's very strong 2018-19 science exam results affirm the strengths of the *Elevate* curriculum and CACPCS's instructional approach. In 2018-19, the last year in which science exams were administered, CACPCS served students in grades K-7, so science exam results reflect only Grade 4.

In 2018-19, 97% of CACPCS 4th graders in at least their second year achieved proficiency on the Grade 4 New York State science test, exceeding the 75% proficiency benchmark.

Grade	Science Proficiency in 2018-19 for Students Enrolled in At Least Their Second Year	
	Percent Proficient	Number Tested
4	97%	60

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8	-	-
All	97%	60

Table 29

In 2018-19, CACPCS 4th graders in at least their second year outperformed their CSD 12 grade 4 counterparts by 26 percentage points.²⁷

Grade	Science Proficiency in 2018-19			
	CACPCS Students In At Least Their Second Year		All CSD 12 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	60	71%	1,770
8	-	-	-	-
All	97%	60	71%	1,770

Table 20

ADDITIONAL CONTEXT AND EVIDENCE

While the NYS science exam was offered in 2020-21, students in grades 4 and 8 were only given the opportunity to take the multiple choice section in-person. As with the NYS ELA and math exams, the NYS science exam is not considered a reliable benchmark for 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

CACPCS achieved both of its science goals during all years in which the New York State science exam was administered and, therefore, met the overarching goal of ensuring students demonstrate proficiency relevant to science achievement. Because the New York State science exams were not administered in 2019-20 or 2020-21, it is not possible to evaluate student science performance during these years against any objective standard.

Goal Type	Goal Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

Table 23

²⁷ The CSD 12 figures reflect 2017-18 results, as CSD 12 results for 2018-19 are not available. As a result, the 26 percentage point difference is based on CACPCS science exam results from 2018-19 and CSD 12 science exam results from 2017-18.

ACTION PLAN

The goal of science teaching and learning at CACPCS will be to engage students in focused and coherent learning experiences that bridge their prior knowledge with age-appropriate tasks that continue to increase their knowledge and skills. To ensure CACPCS students continue to make strong progress and achieve at high levels in science, CACPCS identified the following priorities for the 2021-22 school year.

- 1) Science will continue to focus on implementation of “Scientific Transferable Takeaways” to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them).
- 2) Students in grades K-3 will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.
- 3) Students in grades 4-5 will have weekly hands-on labs that teach technical and thinking skills that scientists use to solve problems and learn about the world. Grade 4-5 science teachers will continue to work on incorporating transferable questions for informational texts when students are reading in class.
- 4) CACPCS’s approach to science curriculum and instruction in the middle school will continue to be aligned with the Next Generation Science Standards.
- 5) Teachers in grades 6-8 will continue to focus on the delivery of high quality and consistent science instruction that features literacy integration.
- 6) Middle school science plan implementation will be monitored through fidelity checkpoints via lesson plan reviews, learning walks and observations, weekly content and cohort common/collaborative planning sessions, and data reviews.
- 7) Middle school science teachers will study grade-level Next Generation Science Standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy, argumentation skills, scientific inquiry, and processing skills, and provide students with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities.
- 8) Science “practicals” will be one of the fundamental tools used to enable middle school students to demonstrate their learning. The science team will continue to build on student work review and data analysis protocols developed during the 2019-20 and 2020-21 school years.
- 9) Practice science exams will be utilized to prepare grade 4 and grade 8 students for NYS science written and performance tests.

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 4: 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

CACPCS met this goal and is in Good Standing.

ADDITIONAL EVIDENCE

CACPCS met this goal and is in Good Standing, as it has been for each year of the current charter term. While CACPCS's NYSED Composite Performance Achievement Level for All Students in 2018-19 was Level 3, CACPCS achieved a Student Growth Performance Level of 2 (top 50% statewide) for All Students and Level 1 for SWDs and Black students in 2019 (top 10% statewide).

Year	Accountability Status by Year
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

Table 22