



Storefront Academy Charter Schools Bronx Campus

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 20, 2021

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The following individuals prepared this 2020-21 Accountability Progress Report on behalf of the Board of Trustees for Storefront Academy Charter Schools Bronx:

- Dr. Nicole Richardson-Garcia, CEO
- Carol Singletary, Principal
- Matthew Tiwary, Director of Technology

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Carol Singletary has served as Principal of Storefront Academy Charter Schools Bronx since SY2019-20. Prior to her principalship, she served as vice principal in from 2016 to 2018, and assumed the principal-in-residence position in school year 2018-19.

SCHOOL OVERVIEW

SCHOOL MISSION AND STATISTICS

Storefront Academy Charter Schools (SACS) Bronx opened in 2019. During SY2020-21, SACS Bronx served 62 students in grades K-2. Most SACS Bronx children hail from surrounding neighborhoods. A significant percentage of our students require additional learning supports. For example, 92% are eligible for free or reduced lunch, 17% have disabilities, and 21% are English language learners.

The mission of SACS Bronx is to provide children of varied academic strengths a quality education option that, prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members SACS Bronx instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. SACS Bronx's vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and shape the daily practice of students and staff:

- Honesty: Tell the truth (no matter the consequences) and approach everything with integrity;
- Respect: Do not judge others. Be kind and considerate and do not touch others' property;
- Responsibility: Be prepared (e.g., do one's homework, report to class on time, etc.) and do not blame others for one's actions;
- Concern for Others: Help others in need (academically or emotionally), make everyone feel accepted and included and practice selfless behavior;
- Diligence: Work hard all of the time (e.g., read at home each evening, put forth one's best effort in class consistently); and
- Persevere: Push oneself to success despite difficulties and challenges.

SACS Bronx was founded upon four key design elements that drive our academic program and school culture. SACS leadership is expected to support teaching staff in their implementation of these key design elements. Similarly, instructional staff are expected to tailor instruction, professional goals and development, and school culture to the following key design elements:

1. Collaborative Learning: Students learn best when they are challenged to discuss, debated, and form conclusions and opinions with others similar and different from themselves. SACS Bronx's collaborative learning activities are comprised of "turn and talk", gradual release "group you do"), group projects, and group presentations (reciprocal teaching).
2. Student-led Integrated Studies are shaped by the sentiment above that students learn best when they are challenged to discuss, debated, and form conclusions and opinions. Student-led integrated studies occur during the humanities and STEM blocks. Students design and conduct their own experiments, projects, and research to arrive at solutions or conclusions. Students demonstrate content knowledge and skills through the development of their own evidence-based conclusions. To facilitate this work, SACS Bronx uses the [Insight Humanities curriculum](#)

(for humanities) and has partnered with the [Lavinia Group team](#) for professional development and ongoing classroom support. For science, SACS uses the [Adventures in Science curriculum](#) together with a [STEM toolkit](#) to guide student explorations. Insight Humanities content is integrated into the [reading](#) and English language arts curricula. Similarly, STEM topics are integrated into the school's [math curriculum](#).

3. Self-Exploration and Self-Awareness: We believe students learn best when they are self-aware. Knowing what frustrates and motivates them helps them to self-regulate and/or seek support to engage in learning and to perform their best throughout the day. SACS Bronx uses the [Yale Center for Emotional Intelligence's RULER program](#) to support the development of students' emotional intelligence.
4. Creative Courses (Doing and Making to think differently): We believe students learn best when they can make things with their hands and voices, and experience topics through the arts. SACS Bronx offers creative courses in art, music, physical education, and technology.
5. Springboard Collaborative: SACS Bronx has partnered with Springboard for use during summer school and extended day. This program combines social and emotional learning, whole child pedagogy, and family engagement to boost literacy skills ([Family-Educator Learning Accelerator](#)).

SY2020-21 MODALITIES OF INSTRUCTION

SACS Bronx opened during one of the most tumultuous time periods for public schooling in the United States. In spring 2020, like other schools across New York City and our nation, we were forced to close our facility in response to rising infection and death rates associated with the COVID-19 global pandemic. Facility re-openings and closures continued during fall and winter of SY2020-21. Despite the logistical and often confusing challenges brought by the pandemic, SACS Bronx quickly pivoted to provide children and families remote learning, synchronous and asynchronous instruction, and social, emotional, and other supports. During SY2020-21, our school offered fully remote instruction, in-person learning, and a hybrid approach involving in-person and remote teaching and learning as requested by parents.

In addition to in-person learning that involved direct and small group instruction, SACS Bronx offered several modes of digital instruction including:

1. Digital Instruction Tools and Practices

- Breakout Rooms: Our school used Zoom and [Google Classroom](#) digital learning platforms to create breakout rooms: A small group practice used to address learning targets. Breakout rooms were used for one-on-one teacher student sessions and small group sessions.
- Engaging Digital Content and Skills Presentations: Teachers used [Pear Deck](#) to create interactive presentations that allow students to work independently to respond to various questions throughout the deck. Pear deck makes learning engaging and enables teachers to more quickly determine whether students are grasping content and skills in real time.
- Class and Homework: Teachers used Google Classroom to post assignments, share announcements, ask questions, conduct online assessments, and grade student work.

2. **Virtual Office Hours:** We adjusted our daily schedule to create 30-60 minutes of teacher office hours using Zoom before, during, and after the school day.
- Individual or Small-Group Student Assistance: Office hours were designed for students to seek assistance with concepts and skills with which they struggle.
 - Student and Family Support: Office hours also provided an opportunity for teachers to provide assistance to students and families in the use of the digital learning platforms.

OTHER NOTABLE PROGRAMMATIC ADJUSTMENTS IN SY2020-21

SACS Bronx students, staff, and families have endured a considerable period of prolonged trauma attributed to the COVID-19 pandemic. We responded by offering virtual and other programs and services to support the economic, mental, and physical health of our key stakeholders. These programs and services included:

- Master Schedule Adjustments: Added 30 minutes during the school day for accelerate scholars and struggling learners. Students used the additional time to complete assigned work in the digital learning platform, Exact Path. This time block provided students with an opportunity to work towards mastery of targeted skills as determined by their individual learning paths.
- ClassDojo: Teachers used [ClassDojo](#) to communicate with families, post learning links, track behavior, provide SEL support, assign and collect projects, and to share big idea videos with families, share, and assign discussion questions and activities.
- Virtual Counseling: SACS Bronx's students support team provide individual scholar, small student groups, and families with IEP-related services (speech and language) for students with disabilities. And Rtl services.
- Workshops and Target Groups: SACS Bronx provided the school's male students a boys mentoring program. Parents were offered a cyber safety precautions workshop.
- Tech Squad: To support families, teachers, and staff in the facilitation of teaching, learning, and support services, SACS Bronx created a [tech-focused professional learning community](#) (PLC). This PLC met with parents monthly on Zoom and bi-weekly internally, and focused on learning to use ClassDojo, Google Classroom, Exact Path, and other online family resources.
- Monthly Parent Check-Ins: Facilitated outreach and communications. [During parent check-ins](#), parents interacted with staff and school leadership to share their frustrations and successes.

For these reasons, and despite remaining uncertainties regarding the COVID-19 virus, staff, students, and families valued the consistent direct support and communication that occurred throughout the academic year. Our school provided an open door policy for all students and families who required additional support in any capacity (such as food, shelter, mental health, etc.). In fact, to date, 86% of staff and 94% of students will return for SY2021-22.

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	35	55	44											134
2017-18	13	31	49	31										124
2018-19	46	26	58	58	38									226
2019-20	52	60	45	66	62	44								329
2020-21	45	47	57	48	68	56								321

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts,

SACS Bronx students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

SACS Bronx uses several curriculum resources for reading and English language arts (ELA). For reading skills development and mastery, the school uses [The Michigan Association of Intermediate Schools Readers and Writers Workshop](#), Fountas & Pinnell [Leveled Literacy Intervention \(L.L.I.\)](#), and [Wilson’s Foundations](#). To support language proficiency, SACS Bronx also uses content from the [Insight Humanities curriculum](#), HMH’s [Rigby PM Leveled Libraries](#), and [newsela](#). During SY2020-21, students were able to access this content digitally. This was particularly helpful in the facilitation of remote and hybrid learning as our school experienced facility reopenings and closures. Lastly, students regularly use Chromebooks for writing and research projects.

SACS operates as a multi-school professional learning community (PLC). The education corporation has created a culture of collegialism and collaboration wherein educators work together to ensure that instruction results in student learning. SACS’ teacher development programs and services are quite robust. The school has partnered with the [Lavinia Group team](#) for professional development and ongoing classroom modeling and support to enhance student skills in reading and ELA. SACS teachers also engage in weekly common planning periods to review student data and integrate reading skills across the curriculum – particularly in the humanities core.

All teaching staff participate in a three-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of best practices instruction across all grade levels. Lastly, teachers attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers.

METHOD

SACS Bronx used the NWEA MAP reading and language usage assessments to measure students’ performance growth. The assessment was administered three times during the academic year. Test windows occurred September- October and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred February- April serving as our school’s first post-test and growth benchmark. The last testing window occurred May-June thereby measuring a full year of performance growth for students. NWEA MAP performance data can be found in the “Results and Evaluation” section below.

RESULTS AND EVALUATION

NWEA MAP

To determine whether SACS Bronx met its ELA goal, the school used the following four measures. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and the end-of-year score.
2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. With disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.¹

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1</u> : Each year, the school's median growth percentile of all 3 rd through 5 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	151	38	No
<u>Measure 2</u> : Each year, the school's median growth percentile of all 3 rd through 5 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	61	12	No
<u>Measure 3</u> : Each year, the median growth percentile of 3 rd through 5 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	38	27	14	No
<u>Measure 4</u> : Each year, 75% of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	95	44.2%	No

¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

End of Year Performance on 2020-21 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3	33%	37	37.5%	16
4	40%	68	42.5%	47
5	40%	46	50%	32
All	38.4%	151	44.2%	95

Goal Unmet. SACS Bronx’s median growth percentile for all scholars, initial low achievers, and students with disabilities was 38, 12, and 14 for each student population respectively – below the required growth percentile measure of 50. Initial low achievers and students with disabilities were particularly challenged in achieving their performance growth this year.

In addition, less than 75 percent (44.2 percent) of 3rd through 5th grade students enrolled in at least their second year at the school met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

Despite these results, data suggests that the longer students remained enrolled at SACS Bronx, the higher their performance growth. While the school fell short of its 75 percent proficiency target, 37.5 percent, 42.5 percent, and 50 percent of students in grades 3, 4, and 5 respectively achieved proficiency on the NWEA MAP ELA assessments.

We believe that the significant disruptions during SY2020-21 due to facility closures and reopenings negatively impacted SACS Bronx students. Our subgroup populations especially, suffered tremendously from the lack of physical connection with teachers and student support staff. In addition, our families themselves experienced disruptions in housing, they faced food insecurity, mental and physical health challenges, and unreliable internet connections. This resulted in inconsistent attendance and spotty engagement among SACS Bronx students. Attendance was particularly low following long weekends and extended breaks. When SACS Bronx teachers, leaders, and staff connected with students and families, we learned that students were acutely impacted by COVID-related stressors.

A good number of our students struggled to readjust to the daily routines and demands of school as they tried to reconnect with learning. Some initial low achievers and students with disabilities were particularly challenged by remote learning for varied reasons. These challenges included but were not limited to assuming the agency and high degree of autonomy and independence required to engage remotely in the learning process. In addition, remote and hybrid learning approaches did not well-facilitate the use of manipulatives for classroom instruction or to provide counseling and other student supports. In response, students disengaged during both one-to-one and small group sessions, despite use of diverse and responsive pedagogies, learning activities, and content.

Lastly, SACS Bronx scholars who enrolled in day care or learning centers because their parents had to work during the day, found it was nearly impossible to find a relatively quiet space to engage in remote lessons. Even our students who attended school from home could not find an adequate space to learn remotely. Furthermore, some SACS Bronx students were responsible for managing a younger sibling's access and engagement during remote instruction because their supervising adults were working or less technologically adept. Often, students apologized for not being able to turn on their cameras or come off mute to contribute to the discourse because of noise levels and other environmental distractions outside of their control.

We believe that the aforementioned challenges created less than ideal circumstances for attendance, engagement, and learning; and constitute the primary reason for SACS Bronx's decline in NWEA MAP performance.

Exact Path

The second set of exams were comprised of multiple formative and summative math skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each student's individual learning path and targeted each student's learning deficits.

Partially Met. SACS Bronx also administered weekly Exact Path assessments. The tables below provide students' Exact Path performance data.

2020-21 Exact Path ELA Skills Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> Each year, at least 70% of students will master their individualized learning path targeted skills as measured by Exact Path assessments.	All students	70%	166	52%	No
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	86	72%	Yes
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with disabilities ³	52%	26	49%	No

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year Individualized Targeted Skills Mastered Percent of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	94	76%	Yes
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Year Performance on 2020-21 Exact Path ELA Skills Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Percent Proficient	Number Assessed
3	48%	41	50%	12
4	60%	68	93%	42
5	51%	57	65%	40
All	54%	166	76%	94

SACS Bronx Exact Path results are similar to students' NWEA MAP performance. Specifically, while the school met Measure 2 for low achievers (72 percent of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment mastered their individualized learning path targeted skills by the spring of that same academic year), it did not achieve Measures 1, 3, and 4.

Despite this setback, like the NWEA MAP results, Exact Path ELA skills assessment data also suggests that the longer students are enrolled at SACS Bronx, the greater the reading and other ELA skills they attain. Specifically, for third, fourth, and fifth grade students enrolled at least in their second year, 50 percent, 93 percent, and 65 percent respectively achieve proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

SACS Bronx did not experience any barriers to achieving high participation rates for Exact Path administrations. Since assessments were administered digitally, students easily accessed their assessments in school or at home. Similarly, the school did not face any challenges to ensuring testing integrity, and registered no concerns regarding the overall validity and reliability of the exams.

ELA Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Storefront Academy Charter Schools students will demonstrate understanding and application of MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

BACKGROUND

SACS Bronx uses Savvas Learning Company's [enVision Math](#) curriculum. SACS scholars engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. Also, envision Math includes an extensive digital content and skills component that SACS Bronx has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and ELLs. The digital component was particularly helpful during SY2020-21. The curriculum also provides guidance for teachers in prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

SACS operates as a multi-school professional learning community (PLC). The education corporation has created a culture of collegialism and collaboration wherein educators work to ensure that instruction results in student learning. SACS' teacher development programs and services are quite robust. For example, SACS teachers engage in weekly common planning periods. All teaching staff participate in a three-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, teachers visit each other's classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of best practices instruction across all grade levels. Lastly, teachers attend and turnkey information from professional development workshops on new curricula, resources and approaches to their peers.

METHOD

During SY2020-21, SACS Bronx primarily used two exams to assess student growth and achievement in mathematics: **NWEA MAP**. SACS Bronx used the NWEA MAP mathematics assessment to measure students' performance growth. The assessment was administered three times during the academic year. The first testing window occurred September-October and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred February- April serving as our school's first post-test and growth benchmark. The last testing window occurred May- June thereby measuring a full year of performance growth for students. The second set of exams were comprised of multiple formative and summative math skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each students individual learning path and targeted each student's learning deficits. Performance data from both assessments can be found in the "Results and Evaluation" section below.

RESULTS AND EVALUATION

NWEA MAP

SY2020-21 NWEA MAP Mathematics Assessment End-of-Year-Results

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1</u> : Each year, at least 70% of students will master their individualized learning path targeted skills as measured by Exact Path assessments.	All students	50	151	23	No
<u>Measure 2</u> : Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	55	101	17.5	No
<u>Measure 3</u> : Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with disabilities	23	28	14	No
<u>Measure 4</u> : Each year Individualized Targeted Skills Mastered Percent of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	75%	94	23.8%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3	22%	37	20.0%	15
4	19%	68	23.4%	47
5	17%	46	21.8%	32
All	19.2%	151	23.8%	94

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2020-21 NWEA MAP **Mathematics** Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	13	37
4	25	68
5	22	46
All	23	151

Goal Unmet. SACS Bronx’s median mathematics growth percentile for all scholars, initial low achievers, and students with disabilities was higher than reported ELA percentiles, the school still fell short of Measures 1-4. Specifically, the school reported NWEA MAP mathematics assessment growth percentiles of 23, 17.5, and 14 for each student population respectively – below the requisite measure of 50. Initial low achievers and students with disabilities were particularly challenged in achieving their mathematics performance growth this year.

In addition, less than 70 percent (23.8 percent) of third through fifth grade students enrolled in at least their second year at the school met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

Contrary to SACS Bronx NWEA ELA assessment results, the mathematics data does not suggest that the longer students remain enrolled at the school, the higher their mathematics performance growth. Fourth grade students reported proficiency percentiles 3.4 and 1.6 higher in mathematics concepts and skills than their peer in grades 3 and 5 respectively. While a median growth percentile of 25 falls significantly below the requisite 50, it is worth noting that we attribute the fourth grade growth to an extremely collaborate team led by a veteran teacher who is an avid member of the National Council of Teachers of Mathematics (NCTM). Accordingly, she continued to access and use NCTM resources to differentiate instruction, and deliver lessons that engage students.

To the contrary, our third grade classrooms were not as nimble in their ability to abruptly shift to remote learning. Due to the exigent circumstances caused by the pandemic, SACS did not retain students who participated in our 2020 summer school program. Despite the academic, social, and emotional supports that SACS Bronx provided to students and families, our third grade scholars were unable to make adequate progress throughout SY2020-21. The majority of third graders needed face-to-face instruction with access to tangible manipulatives. The one-to-one tutoring using digital manipulatives that teachers and staff provided via breakout rooms did not adequately replace in-person hands-on learning typical of SACS Bronx’s brick and mortar classrooms.

Lastly, our fifth grade math teacher was new to SACS. Her daily practice relied more extensively on a conceptual approach rather than procedural. Since most of our fifth-graders have been enrolled at SACS for at least two year, this shift in daily practice took time for students to adjust.

Exact Path

Partially Met. SACS Bronx also administered weekly Exact Path assessments. The tables below provide students' Exact Path performance data.

2020-21 Exact Path Mathematics Skills Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> Each year, at least 70% of students will master their individualized learning path targeted skills as measured by Exact Path assessments.	All students	70%	166	70%	Yes
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	130	69%	No
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with disabilities ⁵	70%	26	60%	No
<u>Measure 4:</u> Each year Individualized Targeted Skills Mastered Percent of 3 rd through 5 th grade students enrolled in at least their second year at the school will meet or exceed 70%	2+ students	70%	95	89%	Yes

Year Performance on 2020-21 Exact Path Math Skills Assessment By All Students and Students Enrolled in At Least Their Second Year				
Grade	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Percent Proficient	Number Assessed
3	70%	41	92%	13
4	68%	68	90%	42
5	59%	57	87%	40
All	70%	166	89%	95

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

SACS Bronx Exact Path mathematics results vary somewhat from the NWEA MAP mathematics data for Measures 1 and 4. Specifically, the school met both Measure 1 for all students (70 percent of students mastered their individualized learning path targeted skills as measured by Exact Path assessments) and Measure 4 (89 percent of students who attended 2+ years mastered their individualized learning path targeted skills as measured by Exact Path assessments). Results for Measures 2 and 3 - the established measures for subgroup populations (e.g., low initial achievers and students with disabilities) mirror the NWEA MAP data. It is important to note, however, that low initial achievers missed the measure by only 1 percent.

As noted above, virtual mathematics instruction was especially challenging for students with disabilities. The absence of tangible manipulatives limited face-to-face peer collaboration throughout the academic year, and lack of in-person teacher support and redirection impeded the learning process for students with disabilities. This, despite the use of interactive digital resources and breakout rooms. These challenges compounded those detailed above in Goal 1: English Language Arts (e.g., inconsistent attendance and engagement, internet connectivity issues, personal or familial stressors stemming from the pandemic, etc.).

ADDITIONAL CONTEXT AND EVIDENCE

SACS Bronx did not experience any barriers to achieving high participation rates for Exact Path administrations. Since assessments were administered digitally, students easily accessed their assessments in school or at home. Similarly, the school did not face any challenges to ensuring testing integrity, and registered no concerns regarding the overall validity and reliability of the

Mathematics Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

ACTION PLAN FOR ELA AND MATH PERFORMANCE IMPROVEMENT

In SY2020-21, SACS Bronx administered Exact Path's adaptive diagnostic assessments weekly to generate individualized learning paths for each scholar in light of anticipated learning loss and anticipation for the need for remote or hybrid learning. Exact Path was selected as a supplemental curriculum and assessment program because of its partnership with NWEA, its high level of engagement and accessibility for scholars, and its detailed data dashboard for progress monitoring

and strategic instructional follow up. Exact Path incorporates all four learning modalities - listening, speaking, reading, and writing support into lessons and activities, and has earned a WIDA PRIME V2 correlation for meeting ELL needs in these learning modalities. Exact Path's assessment system and data dashboard facilitates student progress monitoring and data analysis to effectively target knowledge and skill gaps. Teachers will continue to hone their skills in the use of Exact Path data.

To improve student learning in the humanities (ELA and social studies), the school will continue to focus on increasing rigor through higher order questioning and critical literacy approaches. We have added Socratic seminars to projects and performance tasks. With the return to in-person instruction, learning stations will be expanded to include several options for deepening reading, writing, speaking, and listening skills. Examples include newspaper club, mini seminars, acting/video presentations, and research projects in addition to literature circles.

In addition, SACS will continue its partnership with Springboard Collaborative to support continued growth in literacy, and minimize the impact of unfinished or lost learning due to COVID-19 or summer break. Per the Springboard Family-Educator Learning Accelerator model, teachers will continue to facilitate weekly huddles and provide office hours during which parents will learn and practice evidenced-based reading strategies to help their students build key literacy skills.

To improve student learning in mathematics, SACS plans to provide more math-specific professional development. We also will provide teachers with more consistent opportunities to observe the third grade math teacher and other peers who have achieved success in helping students to master mathematics concepts and skills. Lastly, SACS instructional leaders will conduct more frequent walk-throughs, and provide additional coaching and instructional modeling sessions during the mathematics block.

In 2020-21, we instituted two-member instructional coaching teams to provide real-time coaching comprised of in-class instructional modeling, observations, and feedback protocols. SACS Bronx also implemented TeachBoost digital program for teacher development. Coaches utilized the digital coaching component to provide real-time feedback. Challenges arose due to facility re-openings and closures. Nevertheless, coaches will continue to be central to developing teacher leaders, and improving lesson organization and pacing. Coaches will ensure that instructional efficacy occurs across all classrooms.

Finally, SACS has made consistent improvements in its systems to identify, progress monitor, and accelerate learning for ELLs, students with disabilities, and scholars requiring RtI/MTSS. During SY2020-21, the school expanded its small grouping practices across and between grade-levels for ELA and math instruction. These practices included heavy emphasis on foundational skills combined with accelerated learning strategies. These practices will continue next school year.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

75% of students who have attended Storefront Academy Charter School for at least two full SCHOOL YEARS, WILL ACHIEVE A LEVEL 3 OR 4 ON THE NEW YORK STATE SCIENCE ASSESSMENT.

BACKGROUND

SACS uses the [Adventures in Science curriculum](#) to facilitate learning in the sciences. Adventures in Science is [Next Generation Science Standards](#) (NGSS)-aligned for grades K-5. The curriculum's scope and sequence includes required science content and skills, and includes big ideas and key concepts, essential standards (NGSS), student activities, formative and summative assessments, and strategies for differentiation. We also use a [STEM toolkit](#) comprised of 18 exercises – virtual field trips, lectures, experiments, and videos – for grades K-5. These exercises are designed to help students apply the scientific method, understand the role of engineering in the sciences, develop and use models, plan and carry out investigations, make one's case based on evidence, etc. Together, SACS Bronx's Adventures in Science and STEM toolkit concepts include, but are not limited to properties of matter, weather and climate, patterns in space systems, forces and interactions, interdependent relationships in ecosystems, etc. The curriculum also includes integrated ELA, math, and social studies concepts, skills, and/or themes.

As noted above in the Instructional Modalities section of this document, during the 2020-21 school year, SACS Bronx delivered in-person, remote, and a hybrid approach for all instruction. Teachers used scavenger hunts, recorded experiments, projects, and presentations to support student engagement. To mitigate possible barriers to student participation in science exercises and experiences, scholars were provided experiment materials choices using items typically available in their homes. Teachers were included as part of the science curriculum development and planning committee. They received initial training from our science consultant during our August 2020 summer institute, and ongoing support via weekly office hours throughout the school year as needed to ensure efficacy when delivering SACS Bronx's science curriculum..

METHOD

SACS Bronx administered four internally developed summative science assessments during SY2020-21 – one each quarter. These assessments were developed hand-in-hand with the Adventures in Science curriculum and STEM toolkit, and there are for aligned to the NGSS. The summative assessments are scored based on curriculum and NGSS concept and skills requirements. Students who scored 70 percent or above achieved proficiency.

RESULTS AND EVALUATION

Grade	Total Students	Q1-Science	Total Students	Q2-Science	Total Students	Q3-Science	Total Students	Q4-Science
K	45	39	41	43	42	42	44	41
1	47	38	48	44	47	42	47	44

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Students	Q1-Science	Total Students	Q2-Science	Total Students	Q3-Science	Total Students	Q4-Science
2	58	49	58	52	57	55	57	55
3	50	37	50	41	49	39	49	32
4	66	50	66	66	62	62	66	66
5	57	44	57	44	57	45	56	54
Total	323	257	320	290	314	285	319	292
3-5	173	131	173	151	168	146	171	152
	% of Students with Level 3 equivalent on State Test (70%- cut off score)	75.72%	% of Students with Level 3 equivalent on State Test (70%- cut off score)	87.28%	% of Students with Level 3 equivalent on State Test (70%- cut off score)	86.9%	% of Students with Level 3 equivalent on State Test (70%- cut off score)	88.89%

Measure met. During SY2020-21, 140 of 171 SACS Bronx students took the quarterly summative science assessments. Scholars scored proficient each quarter the assessments were administered. Specifically, 75.52 percent, 87.28 percent, 86.9 percent, and 88.89 percent of students achieved a cut score of 70 percent or above on Q1, Q2, Q3, and Q4 summative science exams respectively. We attribute the 38 percent dip in scores between Q2 and Q3 to students having to take the winter MAP assessments during the same time period. The assessment timelines converged due to facility holiday breaks and facility closures.

We credit SACS Bronx's achievement of this science goal to the use of our school's engaging, inquiry-based, hands-on science curriculum. Not only does the science content meet NGSS standards, it also is culturally appropriate and relevant to our student population. As a result, SACS Bronx students have responded well to the curriculum. In addition, our school's science curriculum has been easily adaptable for in-person and remote learning modalities. Lastly, we attribute student science achievement to the ongoing professional development and in-class support provided by our science vendor, [Jaracus Copes](#).

ADDITIONAL CONTEXT AND EVIDENCE

SACS Bronx has not experienced any barriers to achieving high participation rates. The school has not faced any challenges to ensuring testing integrity. The quarterly, summative science assessments are valid and reliable. Since greater than 75 percent of SACS Bronx fourth graders achieved proficiency on the state science assessment in SY2018-19, we are confident that our science exams closely reflect NGSS requirements, adequately assess student proficiency, and therefore, provide valid and reliable data.

Not applicable. SACS Bronx does have an additional measure as part of its Accountability Plan.

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The NYS Science Assessments are administered to grades 4 and 8. In lieu of the state science assessments, SACS Bronx administered one internally developed summative science assessment at the end of each quarter. Greater than 75 percent of SACS Bronx students in grade K-2 achieved proficiency (a score of 70 percent) on the aforementioned assessments.

ACTION PLAN

In SY2020-21, SACS contracted [Jaracus Copes](#), an African American chemist and educator affiliated with Johns Hopkins University to develop an inquiry-driven NGSS-aligned curriculum in collaboration with the schools' new Science Programming Committee, Tech Squad, and art teacher. Students responded well to the curriculum's content, cross-curriculum integration, real-world problem-solving, and STEM focus. Students completed journal assignments, investigations, experiments, and lab reports. Given our students' high level of engagement, and mastery of science concepts and skills, SACS will continue to its use of this curriculum.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

Because *all* 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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

ADDITIONAL EVIDENCE

ESSA Goal Met. SACS Bronx's ESSA accountability status for SY2020-21 was in Good Standing, therefore meeting this measure.