



## AF Brooklyn – K-12 Charters

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Winston Lin

Charter	Complete Address	Phone
Brownsville	2021 Bergen Street, Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East NY	557 Pennsylvania Avenue, Brooklyn, NY 11207	718-485-4924

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Winston Lin, Data & Policy Analyst 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)
Dr. Deborah Shanley	Board Chair	Committees
Jonathan Atkeson	Treasurer	Committees
Justin Cohen	Trustee	Committees
Romy Coquillette	Vice Chair	Committees
Andy Hubbard	Secretary	Committees
Judith Joseph-Jenkins	Trustee	
Christopher Lynch	Trustee	
Alison Richardson	Trustee	Committees
Will Robalino	Trustee	Committees
Amy Arthur Samuels	Trustee	Committees
Warren Young	Trustee	Committees
Theresa Hayes	Parent	Committees
Kevin Miquelon	Trustee	Committees
Tamika Bradley	Parent	Committees
Rhonda Barros	Trustee	Committees
Desiree Dalton	Parent	Committees

### School Leaders

<b><u>Charter</u></b>	<b><u>Principal</u></b>
Brownsville	Zonya Hicks has served as the elementary school principal since 2018.
Brownsville	Allison Laird has served as the middle school principal since 2019.
Brownsville	Martin Palamore has served as the high school principal since 2020
Crown Heights	Sade Johnson has served as the elementary school principal since 2020
Crown Heights	Victoria Pierre has served as the middle school principal since 2020
Crown Heights	Dumar Paden has served as the high school principal since 2020
East NY	Meryl Senter has served as the elementary school principal since 2020
East NY	Max Milliken has served as the middle school principal since 2017.
East NY	Jason Coalter has served as the high school principal since 2020

### SCHOOL OVERVIEW

The mission of Achievement First Crown Heights Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that he or she is making yearly progress towards academic goals.

Achievement First Crown Heights opened in Fall 2005 and served grades K-12 in 2019-20.

Effective in 2018-19, AF Crown Heights implemented the Pathways model of enrollment, accepting transfers from other AF charters to attend AF Crown Heights at its AF Brooklyn High School.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

AF Brooklyn Charter Schools remained committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures.

We do not anticipate making any significant changes to the curriculum in response to the remote and hybrid operating models. Delivery mode and frequency of meeting will change, but overall content and expectations will not.

AF Brooklyn planned to implement a fluid program to transition seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions. Although we only planned to be fully remote through 11/9/20, AF Brooklyn Schools remained fully remote for the entire year.

A note on Greenfield and Classic references: Throughout this report you will see some references to "Greenfield" or GF schools as compared to "Classic". Greenfield refers to a recently developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective.

## ENROLLMENT SUMMARY

School Enrollment by School Year and Grade

Charter	End Year	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Brownsville	2017	90	92	96	95	87	91	93	92	89	101				926
Brownsville	2018	92	96	94	93	90	97	93	89	87	87	96			1,014
Brownsville	2019	74	91	95	93	89	91	95	93	80	109	85	81		1,076
Brownsville	2020	70	69	89	96	92	101	93	97	88	110	104	62	75	1,146
Brownsville	2021	74	73	72	91	92	86	94	93	94	115	112	109	60	1,165
Crown Heights	2017	90	95	94	92	93	110	99	84	82	109	109	98	90	1,245
Crown Heights	2018	97	100	98	94	92	95	96	92	80	115	108	101	89	1,257
Crown Heights	2019	99	95	100	92	96	92	92	94	97	122	109	102	92	1,282
Crown Heights	2020	77	100	90	99	95	91	80	86	93	122	112	100	93	1,238
Crown Heights	2021	63	89	106	91	106	96	94	81	79	166	117	105	97	1,290
East New York	2017	86	89	100	90	93	64	61	60	58	98	99	84	59	1,041
East New York	2018	87	89	102	94	90	60	64	60	60	110	96	88	69	1,069
East New York	2019	96	89	98	97	92	63	61	58	57	117	103	82	79	1,092
East New York	2020	104	92	101	97	92	62	61	66	60	120	110	96	69	1,130
East New York	2021	89	102	98	105	101	65	66	64	61	136	109	105	93	1,194

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an

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acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

### Brownsville Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	83	2	81
2020-21	2017-18	2017	68	1	67

### Crown Heights Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	89	1	88
2019-20	2016-17	2016	97	3	94
2020-21	2017-18	2017	102	1	101

### East New York Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	80	3	77
2019-20	2016-17	2016	71	3	68
2020-21	2017-18	2017	91	2	89

## TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

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program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

#### Brownsville

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	82	1	83
2020-21	2017-18	2017	70	0	70

#### Crown Heights

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	85	3	88
2019-20	2016-17	2016	92	1	93
2020-21	2017-18	2017	99	2	101

#### East New York

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	77	1	78
2019-20	2016-17	2016	68	3	71
2020-21	2017-18	2017	89	0	89

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## Fifth Year Total Cohort for Graduation

### Brownsville

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014			
2019-20	2015-16	2015			
2020-21	2016-17	2016	80	3	83

### Crown Heights

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	83	1	84
2019-20	2015-16	2015	85	4	88
2020-21	2016-17	2016	93	0	93

### East NY

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	64	2	66
2019-20	2015-16	2015	77	1	78
2020-21	2016-17	2016	68	3	71

## PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Indicate any adjustments made due to changes to the school's modality of instruction (e.g., remote, hybrid, in person).

Following is the grade promotion criteria as published in the most recent Family Handbook. AF Brooklyn schools recognize that the impact of remote learning, lack of state test scores, and shifting family circumstances requires a revision to the standard practices. There is currently underway an examination of current practice with an eye toward revised policy for the 2020-21 school year and beyond. Current criteria include:

The school will consider a student who fails to meet ANY of the following criteria to be at risk of retention in their current grade. The principal has final authority to make promotion decisions based on a scholar's readiness for the next grade.

State and Other Test Scores

### **For Kindergarten – Grade 2 students:**

- Below grade level on nationally normed reading assessment as determined by Achievement First
- The student scores low on the MAP assessment, or below proficient or remedial on F&P/STEP assessments

### **Grades 3 – 8:**

- Score of 1 on any state test (because the school does not control the timing of the release of state test scores, this promotional criteria is one of the last to be considered and can delay non-promotion decisions)
- The student scores in the bottom 10% of the AF Network on Achievement First's internal reading and math exams

### **Attendance**

15 or more absences in a year (5 tardies and/or early dismissals count as one absence) resulting in low academic performance. There is no differentiation between excused and unexcused absences.

### **Course Grades (5 – 12)**

- Failing (below 70%) two or more of the following classes: math, reading, writing, history, and science
- Being deficient two credits from any year of high school upon entering the grade.

The Achievement First HS policies including those for promotion can be found [here](#). The Course of Study Guide for SY 20-21 can be found [here](#). Due to the realities of remote instruction, graduation



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requirements were modified for the class of 2021. Students who met the state credit requirements for high school graduation, but were not on track to earning the additional course credits required by Achievement First were still eligible for on time graduation.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

All students are put on track to graduate within 4 years, and 6 years otherwise.

### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

## RESULTS AND EVALUATION

Brownsville (AF East Brooklyn High School) achieved this measure with 83% of students in both cohorts achieving the required number of course credits to be promoted.

BNMS

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	118	83.0%
2020	127	83.4%

## CHMS

Crown Heights (AF Brooklyn High School) fell short of this measure with 72% and 64% of students in the 2019 and 2020 cohorts respectively achieving the required number of course credits to be promoted.

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Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	128	71.9%
2020	182	63.7%

### ENMYS

East NY (University Prep High School) met this measure with 80% and 84% of students in the 2019 and 2020 cohorts respectively achieving the required number of course credits to be promoted.

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	125	80.0%
2020	132	84.1%

### ADDITIONAL EVIDENCE

Each of the AF Brooklyn high schools have historically met this measure.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

### RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this

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section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

#### BNMS

Brownville (AF East Brooklyn High School) achieved this measure in two of the three cohorts.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	70	61.4
2018	2019-20	98	85.7
2019	2020-21	116	84.5

#### CHMS

Crown Heights (AF Brooklyn High School) achieved this measure in one of the three cohorts.

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	108	56.5
2018	2019-20	98	98.0
2019	2020-21	116	71.6

#### ENYMS

East NY (University Prep High School) achieved this measure in all three cohorts.

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	90	86.7
2018	2019-20	102	99.0
2019	2020-21	122	79.5

## ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during SY 20-21. Since the mode of instruction during SY 20-21 was entirely remote, some students were less successful than we have seen historically. We have implemented a two-year COVID response plan in high school that is focused on improving student success in credit accumulation which in turn should improve Regents pass rates by improving our ability to respond to formative data and make differentiated instructional choices based on formative data.

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

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

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

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### RESULTS AND EVALUATION

As a rigorous college preparatory program, AF Brooklyn high schools have an internal goal of 100% graduation rates and high college matriculation and completion rates. Our schools have attained the 4-year graduation rate measure by a wide margin and the 5-year graduation rate measure comfortably.

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

##### Crown Heights

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	88	95.45
2016	2019-20	93	97.85
2017	2020-21	101	92.08

##### East NY

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	78	92.31
2016	2019-20	71	87.32
2017	2020-21	89	96.63

##### Brownsville

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	83	91.57
2017	2020-21	70	81.43

#### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

##### Crown Heights

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	84	97.62
2015	2019-20	88	96.59
2016	2020-21	93	98.92

##### East NY

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	96.97
2015	2019-20	78	98.72
2016	2020-21	71	95.77

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Brownsville

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	83	96.39

### ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved the graduation 4<sup>th</sup> and 5<sup>th</sup> year graduation rate measure.

#### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

### RESULTS AND EVALUATION

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2020-21 are not suitable for comparison, the calculation of this measure is not required.

#### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	See above	See above	NA	NA
2016	2019-20	See above	See above	NA	NA
2017	2020-21	See above	See above	NA	NA

### ADDITIONAL EVIDENCE

AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers.

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## Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

## METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

## RESULTS AND EVALUATION

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate  
by Fourth Year Accountability Cohort

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Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

### ADDITIONAL EVIDENCE

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Brooklyn high schools met 4/4 of the applicable measures of the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	MET
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

As part of COVID response, our we are focusing on improving how we differentiate instruction as a key lever to improve student success in courses which should in turn lead to stronger credit accumulation. Our strategy for differentiation is:



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Teachers adapt curriculum materials based on formative data to ensure students master prioritized standards or content.

Next year, we are not going to “do two years in one.” It would be grounded in a deficit mindset about students, result in poor pedagogy (e.g. prioritizing procedural shortcuts over conceptual understanding), and lead to burnout for kids and adults. We also know that there are unknowns around unfinished learning and, as a result of the pandemic, we have incomplete assessment data. We anticipate that the range and diversity of learners in every classroom will widen. Our classrooms have always included a wide range of learners and COVID is forcing us to think differently about how to teach all students in a classroom.

In order for teachers to adapt curriculum materials based on formative data **to ensure students master prioritized standards and content**, we will...

- Prioritize standards + content: we need to work across academies to prioritize essential standards and content (depth over breadth) and identify which units to prioritize.
- Invest in revised Unit Unpacking vision and protocol (through training, instructional coaching, and school support): This includes deeply knowing the unit outcomes and how the unit drives toward grade level knowledge and skills.
- Invest in how to use formative data (through training, instructional coaching, and school support): Teachers and co-teachers need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches).
  - Depending on the grade and subject, this means that 75-80% of instructional design will come from curriculum materials (60-70% in HS where there already was more flex this year due to density of HS course content). We will continue to leverage and iterate on existing curriculum materials and TTL/GF will define the prioritized standards and content, so that students can learn essential content at a deeper level (depth over breadth). Previously, 95%+ of classroom instructional time came from DLRs (in grades/subjects with lesson resources).
  - This includes making time and space for teachers to plan using data. Looking at and analyzing student data - and then planning and using that data - takes time. We must ensure teachers have the time in the schedule to look at data and plan. (Many teachers are already doing this in response to conditions created by COVID and are facing real challenges, e.g. planning time.)
- Invest in the Mindset that “It is my responsibility to ensure all students in my classroom learn” (through training and coaching): At its core, differentiation is good teaching. Though it takes time to learn the skill of how to differentiate well, there are core starting mindsets that undergird all differentiation, such as, “It is my responsibility to teach all students in my classroom.” This mindset reflection is integrated within the current LRE mindset reflection AND we need to intentionally make this connection.

Training on UDL for all (teachers, leaders, program teams): Though learning to differentiate well takes time, training on the Universal Design for Learning framework is a first step to building our collective capacity to differentiate the how (e.g. varying instructional methods to meet a more diverse range of learners).

Facilitate Pilots and Probes about how to support differentiation: Facilitate a working group of experienced teachers to accelerate and problem solve around the key drivers and roadblocks to supporting all learners.

### GOAL 2: COLLEGE PREPARATION

#### GOAL 2: COLLEGE PREPARATION

All students participate in a curriculum designed to prepare them for rigorous college level coursework.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. Our two most important goals over the next five years are 1) 85% of our schools being strong or exemplary on the AF Report Card and 2) AF seniors averaging 65% Expected College Completion (ECC) or higher based on their college selections. While making the next five years about GREAT TEACHING fueling an EXCEPTIONAL STUDENT EXPERIENCE is the most important way we will achieve these goals, we will also pursue a set of tactics that directly speak to achieving increasing ECC (and therefore actual college completion) outcomes.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation's top colleges. Key to this strategy is a dedicated team – Team College & Career

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever in order to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

### Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

#### BNMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	56	20	35.7
SAT College Readiness Benchmark	56	20	35.7
Overall	56	26	46.4

#### CHMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	94	38	40.4
SAT College Readiness Benchmark	94	43	45.7
Overall	94	52	55.3

#### ENYMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	86	59	68.6
SAT College Readiness Benchmark	86	63	73.3
Overall	86	70	81.4

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During the 2020-21 school year, all instruction was remote for our schools, however this was not true for many students across the country enrolled in AP courses. The remote instruction model generally meant we were able to cover less of the College Board scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on the numbers of our students who passed an AP exam.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we deemphasized the SAT during the 2020-21 school year.

### ADDITIONAL EVIDENCE

#### Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### RESULTS AND EVALUATION

#### Matriculation Rate of Graduates by Year

Initial matriculation data from National Student Clearinghouse in the Fall term immediately after HS graduation

Brooklyn

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	91	87	96
2016	2019-20	93	86	92
2017	2020-21			

### East Brooklyn

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	0	0	0
2016	2019-20	70	2	97
2017	2020-21			

### University Prep

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	77	4	95
2016	2019-20	67	2	97
2017	2020-21			

## ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically met this measure

## SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Brooklyn high schools met one of the two applicable measures in 2020-21.

Type	Measure	Outcome
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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	<b>NOT MET</b>
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	<b>MET</b>
	[Write in optional measure here]	

### ACTION PLAN

When thinking about college admissions, we believe GPA and SAT drive 75%+ of the decision making by colleges (i.e. how they evaluate the strength of an applicant). Course of study (APs), essays, extracurriculars, demonstrated interest, and recommendations make up the rest. As a college's selectivity increases, so too does the importance of the non-SAT/GPA factors. GPA is a significant factor indicator of college readiness. Given the challenges of the pandemic on student learning and grades, we have chosen to focus for SY 21-22 on improving student pass rates as a way of improving credit accumulation and GPA. This will in turn better prepare students for college and set up students for college admission and matriculation into a more selective college with higher graduation rates. The differentiation strategy described in the Action Plan for Goal 1 goes into more depth into how we are doing this.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

All students will be proficient readers and writers of the English language.

#### BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are

stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students can speak and write in a manner that is insightful, persuasive, and critical.

### **COVID Context**

AF Brooklyn schools rose to the occasion of Covid to address student safety, student learning, and student experience in what ended up being a 100% remote school year. From the middle to the end of the year school and network leaders worked to compile a comprehensive multi-year Covid Response Plan that is integrated with our five-year Strategic Plan.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Each year, 75% of 5th through 8th grade students enrolled in at least their second year at the school will meet or exceed the scale score proficiency equivalent according to the most recent linking study comparing STAR to New York State standards.

Middle School Specific Context												
Greenfield NY Schools	Aspire MS Linden MS	<p>Additional data points and measures of student growth and achievement at Aspire and Linden for the 20-21 school year were: Paceline Proficiencies and Growth and Interim Assessment Proficiencies and Growth. Pacelines included data on Close Reading and Writing separately.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Close Reading</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup>: 43% Proficient</td> <td>14% Proficient</td> </tr> <tr> <td>6<sup>th</sup>: 31% Proficient</td> <td>10% Proficient</td> </tr> <tr> <td>7<sup>th</sup>: 49% Proficient</td> <td>17% Proficient</td> </tr> <tr> <td>8<sup>th</sup>: 76% Proficient</td> <td>49% Proficient</td> </tr> </tbody> </table> <p>These numbers do not account for the student agency and accountability built through our paceline strategy. Students set goals to improve their pacelines, and there were often incremental changes in growth that could not be reflected by sheer proficiency.</p> <p>Aspire and Linden also scored comparatively to the rest of the network on the End of Year assessment. Aspire's Black scholars outperforming the rest of their peers. Both schools showed growth on par or slightly above the rest of the network (per grade level). As for a year-over-year comparison, schools also fared well given their restraints and the conditions of the 20-21 school year.</p> <p>5<sup>th</sup>: single digit difference (-7.7%)                      7<sup>th</sup>: only slightly higher (17.6%)                      8<sup>th</sup>: setting the bar high as our first 8<sup>th</sup> grade class (56% proficient)</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth, developmental writing growth seen in conferences.</p>	<u>Close Reading</u>	<u>Writing</u>	5 <sup>th</sup> : 43% Proficient	14% Proficient	6 <sup>th</sup> : 31% Proficient	10% Proficient	7 <sup>th</sup> : 49% Proficient	17% Proficient	8 <sup>th</sup> : 76% Proficient	49% Proficient
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Classic NY Schools	Apollo MS Brownsville MS	<p>In the 20-21 SY, the Classic Middle School program initiated a multi-year strategy to revise and align our program to our beliefs about Great Teaching and our belief that our scholars deserve a culturally responsive</p>										

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	curriculum and program. To read more about how these beliefs have informed our text selection and curriculum revisions, please see <a href="#">here</a> . To see our high-level scope and sequence, please see <a href="#">here</a> . Our new design ensures that each unit has a reading section that focuses on a core text or anthology of texts and an aligned writing unit. Writing units cover a variety of genres and purposes, with an emphasis on literary analysis, argumentative writing, and creative/narrative writing.  We also believe in the power of assessment (formative, summative, and predictive) to help make instructional decisions. Therefore, we have a robust assessment program that is aligned to the curriculum, the CCSS, the standards of the discipline, and the NYSE. This assessment model includes:  -Daily formative assessments (e.g., exit tickets) -Mid-unit quizzes and end-of-unit summative assessments -a NYSE mock assessment  -an EOY summative assessment (that also serves as formative assessment for the following SY)
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### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR; AF Brooklyn evaluated STAR results using the NYST aligned cut scores and also the grade level equivalent and 2017 STAR Reading benchmark.

### RESULTS AND EVALUATION

Percent proficient (NYST aligned) in STAR Reading by school for students that have been at AF for at least 1 year				
School name	# Proficient	Test Takers	% Proficient	>=75%
AF Apollo MS	282	816	35%	FALSE
AF Aspire MS	244	634	38%	FALSE
AF Bushwick MS	210	690	30%	FALSE
AF Endeavor MS	260	712	37%	FALSE
AF Linden MS	130	458	28%	FALSE
AF North Brooklyn Prep MS	168	466	36%	FALSE
AF Voyager MS	114	468	24%	FALSE

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following tables include grade level equivalent rates as well as the percentage of students meeting the 2017 STAR Reading Benchmark. Because of inconsistency in the number of students taking assessments at BOY, MOY, and EOY, the following is an average of all scores throughout the year.

<b>Percent proficient across all tests by school and grade for students at least at their second year at AF</b>				
<b>School name</b>	<b># of Test Takers</b>	<b>Percent that met their grade level equivalent</b>	<b>Percent that met 2017 Star Reading Benchmark</b>	<b>Percent that met NYTSYP level 3 cut score cutoff</b>
AF Apollo MS	1827	29.2%	32.0%	30.5%
AF Aspire MS	1311	33.0%	37.5%	37.1%
AF Brownsville MS	1757	26.9%	31.3%	30.3%
AF Bushwick Empower MS	136	0.0%	0.7%	0.0%
AF Bushwick MS	1392	26.9%	31.3%	29.2%
AF Crown Heights MS	1325	30.2%	34.0%	33.5%
AF East New York MS	928	35.7%	40.0%	39.0%
AF Endeavor MS	1468	29.0%	31.8%	30.4%
AF Linden MS	947	26.8%	29.8%	25.3%
AF North Brooklyn Prep MS	936	30.2%	33.1%	29.9%
AF Voyager MS	873	19.5%	23.5%	22.9%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2020-21, none of the schools or grades approached the target of 75% on the NYSTP aligned cut scores. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities.

<b>Percent proficient across all tests by school and grade for students at least at their second year at AF</b>					
<b>School name</b>	<b>Grade level</b>	<b># of Test Takers</b>	<b>Percent that met their grade level equivalent</b>	<b>Percent that met 2017 Star Reading Benchmark</b>	<b>Percent that met NYSTP level 3 cut score cutoff</b>
AF Apollo MS	5th	607	30.6%	31.8%	23.9%
AF Apollo MS	6th	399	26.3%	27.3%	30.3%
AF Apollo MS	7th	386	32.9%	37.6%	32.9%
AF Apollo MS	8th	435	26.7%	31.5%	37.7%
AF Aspire MS	5th	366	35.8%	37.4%	29.0%
AF Aspire MS	6th	334	29.6%	32.0%	37.1%
AF Aspire MS	7th	327	32.1%	40.1%	33.0%
AF Aspire MS	8th	284	34.2%	40.8%	52.5%
AF Brownsvill e MS	5th	382	34.6%	36.9%	25.7%
AF Brownsvill e MS	6th	475	19.2%	22.7%	27.4%
AF Brownsvill e MS	7th	380	22.1%	30.0%	22.1%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Brownsville MS	8th	520	31.7%	36.0%	42.5%
AF Bushwick Empower MS	5th	40	0.0%	2.5%	0.0%
AF Bushwick Empower MS	6th	52	0.0%	0.0%	0.0%
AF Bushwick Empower MS	7th	44	0.0%	0.0%	0.0%
AF Bushwick MS	5th	345	28.4%	29.9%	18.8%
AF Bushwick MS	6th	365	26.6%	30.1%	35.9%
AF Bushwick MS	7th	321	27.7%	35.8%	27.7%
AF Bushwick MS	8th	361	24.9%	29.6%	33.5%
AF Crown Heights MS	5th	399	23.6%	24.8%	16.3%
AF Crown Heights MS	6th	327	27.8%	30.3%	38.8%
AF Crown Heights MS	7th	292	43.2%	52.4%	43.2%
AF Crown Heights MS	8th	307	29.0%	32.6%	41.0%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF East New York MS	5th	237	35.4%	36.3%	26.6%
AF East New York MS	6th	228	35.5%	36.4%	40.8%
AF East New York MS	7th	236	30.9%	39.4%	31.8%
AF East New York MS	8th	227	41.0%	48.0%	57.7%
AF Endeavor MS	5th	331	35.6%	35.3%	26.6%
AF Endeavor MS	6th	381	31.0%	34.6%	39.1%
AF Endeavor MS	7th	373	19.6%	24.7%	19.6%
AF Endeavor MS	8th	383	30.5%	32.9%	35.5%
AF Linden MS	5th	332	26.5%	28.3%	19.3%
AF Linden MS	6th	334	19.8%	20.7%	22.5%
AF Linden MS	7th	281	35.6%	42.3%	35.9%
AF North Brooklyn Prep MS	5th	257	30.0%	28.0%	18.7%
AF North Brooklyn Prep MS	6th	333	30.6%	31.2%	38.7%
AF North Brooklyn Prep MS	7th	346	30.1%	38.7%	29.8%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Voyager MS	5th	51	25.5%	17.6%	13.7%
AF Voyager MS	6th	281	19.2%	21.4%	25.3%
AF Voyager MS	7th	288	19.8%	27.1%	19.8%
AF Voyager MS	8th	253	18.2%	22.9%	25.7%

None of the grades attained the target.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS  Linden MS	<p>To build upon the achievement our scholars and teachers attained under incredibly harsh conditions, Greenfield ELA has completely revamped our program. Fifth and sixth grades have an entirely new suite of novels, and we have added to the 7<sup>th</sup> and 8<sup>th</sup> grades to build a more robust experience. Teachers and staff were involved in these decisions, along with our recommendations and data points of the strength of culturally responsiveness of the program. You can see the novel choices and thinking that went into the planning in the <a href="#">ELA Curriculum Scope and Sequence</a>.</p> <p>We also knew that our strategy and alignment of assessments needed a reboot. As of the 21-22 school year, all Greenfield units will have a mid-unit and end of unit assessment, a seminar, a process-based writing prompt, and an on demand writing prompt. The mid to end of unit data will provide teachers and staff with standards level data based on the standards we have prioritized according the Student Achievement Partners (reference <a href="#">this</a>). This way, we can narrow the scope of what we are covering while embedding the instruction of the other standards. The seminar will address the oft forgotten speaking and listening standards that are so necessary for our students to have a holistic educational experience. And the writing prompts are to develop students’ skills in writing over time while also giving them the chance to demonstrate that growth in a test-like environment.</p> <p>As designers, we have also built conferences into units so that students and teachers get individual time to discuss progress, goals,</p>

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		and growth. It is our belief that students should be aware of and in control of their learning.																																								
Classic NY Schools	Apollo MS	<p>In our Classic middle schools, we used additional assessments beyond STAR. Scholars took unit exams and quizzes, a NYSE-aligned mock exam, and an EOY exam. All exams are CCSS-aligned. For high-level roll-ups of the data, see <a href="#">here</a> for the mock exam and <a href="#">here</a> for the EOY exam. Below is a summary of cut score proficiency at all NY classic schools on the mock exam (February 2021):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">Mock: % Proficient</th> </tr> </thead> <tbody> <tr> <td>AF Apollo</td> <td>49%</td> </tr> <tr> <td>AF Brownsville</td> <td>50%</td> </tr> <tr> <td>AF Bushwick</td> <td>60%</td> </tr> <tr> <td>AF Bushwick Emp.</td> <td>59%</td> </tr> <tr> <td>AF Crown Heights</td> <td>52%</td> </tr> <tr> <td>AF ENY MS</td> <td>66%</td> </tr> <tr> <td>AF Endeavor</td> <td>57%</td> </tr> <tr> <td>AF North Brooklyn Prep</td> <td>50%</td> </tr> <tr> <td>AF Voyager</td> <td>44%</td> </tr> </tbody> </table> <p>We also analyzed writing data aligned to the CCSS anchor standard <a href="#">CCSS.ELA-LITERACY.CCRA.W.1</a> (NOTE THAT THE ANCHOR STANDARD IS BEING USED FOR SIMPLICITY REASONS; EXAMS WERE ALIGNED TO GRADE-LEVEL STANDARDS).</p> <p>That data from our Mock exam is listed below. (Please note that we reviewed a statistically significant number of scholar responses that gave us 90% confidence (w/ 10% margin of error) that the mean of the sample would be representative of the larger group)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>20-21 ELA MOCK DATA (February 2021)</b></th> </tr> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">% Proficient Claims</th> <th style="text-align: left;">% Proficient Evidence</th> <th style="text-align: left;">% Proficient Reasoning</th> </tr> </thead> <tbody> <tr> <td>AF Apollo</td> <td>56%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>AF Brownsville</td> <td>88%</td> <td>74%</td> <td>44%</td> </tr> <tr> <td>AF Bushwick</td> <td>86%</td> <td>61%</td> <td>39%</td> </tr> </tbody> </table>	School	Mock: % Proficient	AF Apollo	49%	AF Brownsville	50%	AF Bushwick	60%	AF Bushwick Emp.	59%	AF Crown Heights	52%	AF ENY MS	66%	AF Endeavor	57%	AF North Brooklyn Prep	50%	AF Voyager	44%	<b>20-21 ELA MOCK DATA (February 2021)</b>				School	% Proficient Claims	% Proficient Evidence	% Proficient Reasoning	AF Apollo	56%	53%	29%	AF Brownsville	88%	74%	44%	AF Bushwick	86%	61%	39%
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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		AF Bushwick Emp.	50%	33%	0%
		AF Crown Heights	85%	64%	39%
		AF ENY MS	84%	72%	60%
		AF Endeavor	84%	76%	41%
		AF North Brooklyn Prep	72%	48%	24%
		AF Voyager	80%	85%	40%

### ADDITIONAL CONTEXT AND EVIDENCE

Without the consistency of year over year state tests, absolute performance is difficult to put into context. Falling short of target in all schools by such significant margins is lesson enough that a year of remote learning under the harshest conditions for students and teachers has taken its toll. Reading scores in particular serve as a significant flag for Achievement First leaders that will be addressed in the Action Items section below.

Internal IA data suggests increases in the percentage of middle school students reading below grade level from 2019-20 to 2020-21 as would be expected during a year of complete remote learning. The same data suggests that the percentage of students below reading level also increases during the middle school years.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Goal 2: Each year, the school's median student growth percentile of all 5th through 8th grade students will be greater than 50.**

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Aspire and Linden also scored comparatively to the rest of the network on the End of Year assessment. Aspire's Black scholars outperforming the rest of their peers. Both schools showed growth on par or slightly above the rest of the network (per grade level). As for a year-over-year comparison, schools also fared well given their restraints and the conditions of the 20-21 school year.</p> <p>5<sup>th</sup>: single digit difference (-7.7%) 7<sup>th</sup>: only slightly higher (17.6%) 8<sup>th</sup>: setting the bar high as our first 8<sup>th</sup> grade class (56% proficient)</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth, developmental writing growth seen in conferences.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	N/A

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR in grades 5-8. The following tables evaluate the median student growth percentile for all students and disaggregated for special education students.

The grade level benchmark measures whether a student reads at or above his or her current grade level. 2017 Star Reading Benchmark is reaching the 40<sup>th</sup> percentile of all Star Test Takers. The New York State Testing Program (NYSTP) cutoff scores are the NY state STAR cutoff scores.

In lieu of an available scale score in grade K-4, schools used F&P/STEP to measure progress from a BOY baseline reading level to EOY.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Growth is incredibly important to Greenfield after the 20-21 school year. You can see that in the structures that we have now embedded in our program. The ability to see growth within and across units, from process piece to on demand writing piece, from seminar to seminar will be invaluable to student clarity and understanding. We have built in conferencing days, flexibility to respond to data, choice points for teachers based on formative data. None of this existed for the 20-21 school year.</p> <p>In addition to goal coaches and goal teams, our ELA teachers are building these academic habits and mindsets directly within their content.</p> <p>By working in co-teaching pairs, our teachers will no longer be a “close reading” teacher or a “writing” teacher. They are true partners in the room, owning data collection and student growth between them.</p> <p>We do not believe that our students are mere data points, but that they are individuals with strengths and places to grow. We will support them in that in the 21-22 school year.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS	<p>Please see additional notes under “Results and Evaluation” above to learn more about how Classic NY schools leveraged exams to inform instruction and understand progress in scholar learning and achievement.</p>

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Endeavor MS North Brooklyn Prep MS Voyager MS	
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### RESULTS AND EVALUATION

Median Student Growth Percentile in Star Reading by school							
School	median	Test Takers	SPED Median	SPED Test Takers	SPED >= All	>50	>55
AF Apollo MS	55.5	362	33.5	38	FALSE	TRUE	TRUE
AF Aspire MS	42	305	42	34	TRUE	FALSE	FALSE
AF Brownsville MS	62	342	50	47	FALSE	TRUE	TRUE
AF Bushwick Empower MS	35	28	35	28	TRUE	FALSE	FALSE
AF Bushwick MS	43	337	42	48	FALSE	FALSE	FALSE
AF Crown Heights MS	43	333	25	55	FALSE	FALSE	FALSE
AF East New York MS	51.5	238	36	27	FALSE	TRUE	FALSE
AF Endeavor MS	64	353	46	51	FALSE	TRUE	TRUE
AF Linden MS	43	240	52	38	TRUE	FALSE	FALSE
AF North Brooklyn Prep MS	54	267	54.5	34	TRUE	TRUE	FALSE
AF Voyager MS	61	210	58	41	FALSE	TRUE	TRUE

The median growth percentile was equal or greater than 50 in six of the ten schools, Apollo, Brownsville, East New York, Endeavor, North Brooklyn Prep and Voyager. The median SGP for special education students met or exceeded those of all students in three of the ten schools, Aspire, Linden, and North Brooklyn Prep.

Note that AF Bushwick Empower is a more restrictive environment for special education students with higher needs and as such, the entire population is SPED.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

20 of the 41 tested grades exceeded a median growth percentile of 50% and 17 of 41 grades exceeded 55%.

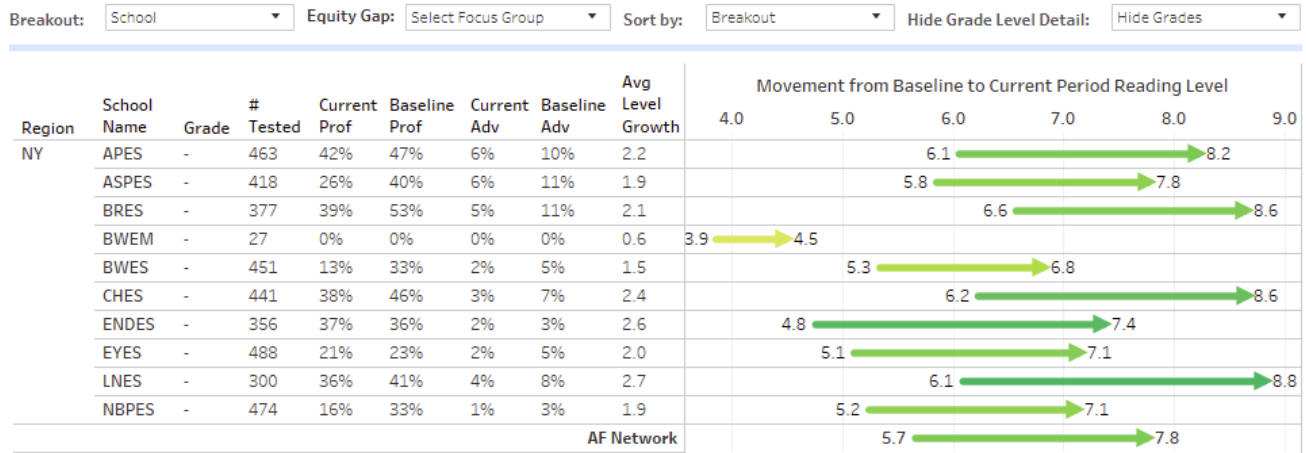
Median Student Growth Percentile in Star Reading by school and grade								
School	Gr	media n	Test Take rs	sped media n	sped Test Takers	SPED >= All	>50	>55
AF Apollo MS	5	42	98	26	11	No	No	No
AF Apollo MS	6	45	87	40	11	No	No	No
AF Apollo MS	7	65	88	34	9	No	Yes	Yes
AF Apollo MS	8	57	89	31	7	No	Yes	Yes
AF Aspire MS	5	40.5	80	15	11	No	No	No
AF Aspire MS	6	38.5	84	51	9	Yes	No	No
AF Aspire MS	7	47	71	35	12	No	No	No
AF Aspire MS	8	46	70	81.5	2	Yes	No	No
AF Brownsville MS	5	45	77	56	9	Yes	No	No
AF Brownsville MS	6	58	86	37	15	No	Yes	Yes
AF Brownsville MS	7	65	87	68.5	18	Yes	Yes	Yes
AF Brownsville MS	8	76.5	92	18	5	No	Yes	Yes
AF Bushwick Empower MS	5	14	9	14	9	Yes	No	No
AF Bushwick Empower MS	6	28	10	28	10	Yes	No	No
AF Bushwick Empower MS	7	49	9	49	9	Yes	No	No
AF Bushwick MS	5	34	78	39	15	Yes	No	No
AF Bushwick MS	6	38	83	21	6	No	No	No
AF Bushwick MS	7	48	82	53	13	Yes	No	No
AF Bushwick MS	8	52.5	94	53.5	14	Yes	Yes	No
AF Crown Heights MS	5	41.5	90	29	19	No	No	No
AF Crown Heights MS	6	44.5	90	25	12	No	No	No
AF Crown Heights MS	7	36	79	20.5	12	No	No	No
AF Crown Heights MS	8	49	74	38	12	No	No	No
AF East New York MS	5	54	61	51	9	No	Yes	No
AF East New York MS	6	36	61	13	7	No	No	No
AF East New York MS	7	51.5	62	55	6	Yes	Yes	No
AF East New York MS	8	66.5	54	15	5	No	Yes	Yes

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	5	59	78	18.5	8	No	Yes	Yes
AF Endeavor MS	6	61	92	50	11	No	Yes	Yes
AF Endeavor MS	7	64	88	55	19	No	Yes	Yes
AF Endeavor MS	8	72	95	16	13	No	Yes	Yes
AF Linden MS	5	42	80	74.5	6	Yes	No	No
AF Linden MS	6	29	91	27.5	24	No	No	No
AF Linden MS	7	63	69	73.5	8	Yes	Yes	Yes
AF North Brooklyn Prep MS	5	44	93	49	12	Yes	No	No
AF North Brooklyn Prep MS	6	62.5	84	60	15	No	Yes	Yes
AF North Brooklyn Prep MS	7	62	90	58	7	No	Yes	Yes
AF Voyager MS	5	73.5	26	84	6	Yes	Yes	Yes
AF Voyager MS	6	56	63	49	12	No	Yes	Yes
AF Voyager MS	7	67.5	64	73	15	Yes	Yes	Yes
AF Voyager MS	8	57	57	33.5	8	No	Yes	Yes

In grades K – 4, STEP/F&P was used to evaluate student progress using BOY and EOY assessments. The chart below illustrates the beginning and end of year reading levels by school from our Reading Achievement Tracker illustrate proficiency and average level growth by grade and overall.

### STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?



Linden experienced the greatest overall growth in reading levels, followed by Endeavor, Crown Heights, and Apollo. In terms of absolute highest average reading level at end of year we start with

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Linden (8.8) again, followed by Crown Heights (8.6), Brownsville (8.6), and Apollo (8.2). Note that Bushwick Empower (BWEM) is a program inclusive of special education students only.

Following is the F&P/STEP Growth broken out by grade for each school

## STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout:  Equity Gap:  Sort by:  Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level							
									0.0	2.0	4.0	6.0	8.0	10.0	12.0	
NY	ASPES	1st	81	42%	44%	2%	7%	2.0			3.0	→	5.0			
		2nd	91	23%	45%	4%	13%	1.4				5.7	→	7.0		
		3rd	89	20%	44%	6%	10%	1.5					8.3	→	9.8	
		4th	91	22%	36%	14%	10%	2.4						10.5	→	12.9
		K	66	23%	27%	0%	12%	2.5	-0.2	→	2.3					
AF Network												5.8	→	7.8		

## STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout:  Equity Gap:  Sort by:  Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level								
									0.0	2.0	4.0	6.0	8.0	10.0	12.0	14.0	
NY	APES	1st	87	47%	52%	3%	2%	2.1			3.4	→	5.5				
		2nd	99	48%	58%	7%	16%	1.7				6.2	→	7.9			
		3rd	100	38%	44%	5%	12%	2.1					8.3	→	10.4		
		4th	91	27%	53%	11%	9%	1.7						11.8	→	13.6	
		K	86	48%	26%	1%	7%	3.3	-0.2	→	3.0						
BWEM	BWEM	1st	3	0%	0%	0%	0%	1.3	-0.3	→	1.0						
		2nd	4	0%	0%	0%	0%	0.8			2.8	→	3.5				
		3rd	10	0%	0%	0%	0%	0.8				4.1	→	4.9			
		4th	10	0%	0%	0%	0%	0.2					5.3	→	5.5		
BWES	BWES	1st	92	10%	18%	0%	2%	1.5			2.4	→	3.9				
		2nd	90	16%	51%	1%	4%	1.3					5.7	→	7.0		
		3rd	91	14%	41%	4%	9%	1.2						8.0	→	9.1	
		4th	92	17%	37%	5%	5%	1.4							10.7	→	12.2
		K	86	9%	19%	0%	6%	2.0	-0.5	→	1.5						
AF Network												5.6	→	7.4			

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout:  Equity Gap:  Sort by:  Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level						
									0.0	2.0	4.0	6.0	8.0	10.0	12.0
NY	ENDES	1st	107	50%	53%	4%	5%	1.9			3.6		5.5		
		2nd	68	50%	34%	1%	0%	3.1			5.1		8.3		
		3rd	67	27%	45%	0%	0%	2.3				8.0		10.3	
		4th	48	8%	2%	0%	0%	3.3				9.1		12.3	
		K	66	35%	27%	2%	9%	3.1	-0.2			2.8			
LNES		1st	70	41%	29%	3%	0%	2.8			2.6		5.4		
		2nd	56	39%	39%	9%	0%	3.0			5.2		8.2		
		3rd	84	39%	38%	4%	18%	2.5				8.3		10.8	
		4th	61	11%	34%	2%	0%	2.9				10.0		13.0	
		K	29	59%	93%	0%	34%	2.4			1.3		3.7		
NBPES		1st	97	16%	21%	3%	4%	1.8			2.3		4.1		
		2nd	100	18%	48%	3%	3%	2.0				5.3		7.3	
		3rd	96	25%	44%	0%	2%	2.0				7.9		9.9	
		4th	96	4%	31%	0%	0%	1.9				10.4		12.3	
		K	85	16%	18%	0%	8%	1.8	-0.4			1.3			
AF Network												5.3		7.6	

Kindergarten exhibits the highest absolute growth in all schools except Linden and North Brooklyn Prep. Fourth grade at Apollo is a standout with an EOY reading level of 13.6

Middle School Specific Context																																																																			
Greenfield NY Schools	Aspire MS Linden MS																																																																		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	<p>Slide 51 <a href="#">in this deck</a> shows relative scatter growth data on the mock exam for NY schools.</p> <p><b>ELA NY Scatter Growth Summary (Tableau Report!)</b>                      AF Brownsville MS, AF Endeavor MS and AF East New York MS have growth that was at or above the region average in every grade</p> <table border="1"> <thead> <tr> <th></th> <th>5th</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>APMS</td> <td>-0.09</td> <td>-0.11</td> <td>-0.14</td> <td>0.05</td> </tr> <tr> <td>ARMS</td> <td>-0.33</td> <td>-0.44</td> <td>-0.02</td> <td>-0.24</td> </tr> <tr> <td>BRMS</td> <td>0.00</td> <td>0.17</td> <td>0.21</td> <td>0.31</td> </tr> <tr> <td>BWMS</td> <td>0.33</td> <td></td> <td>-0.07</td> <td>0.06</td> </tr> <tr> <td>CHMS</td> <td>0.11</td> <td>-0.02</td> <td>-0.11</td> <td>-0.22</td> </tr> <tr> <td>NY</td> <td>-0.17</td> <td>0.13</td> <td></td> <td></td> </tr> <tr> <td>ENDMS</td> <td>0.06</td> <td>0.25</td> <td>0.03</td> <td>0.05</td> </tr> <tr> <td>EYMS</td> <td>0.02</td> <td>0.22</td> <td>0.05</td> <td>0.15</td> </tr> <tr> <td>LNMS</td> <td>-0.07</td> <td>-0.15</td> <td>-0.07</td> <td></td> </tr> <tr> <td>NBMS</td> <td>-0.03</td> <td>0.11</td> <td>0.15</td> <td></td> </tr> <tr> <td>VOMS</td> <td>0.17</td> <td>-0.01</td> <td>-0.05</td> <td>-0.29</td> </tr> <tr> <td>Region</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Slide 33 <a href="#">in this deck</a> shows relative scatter growth data on the EOY exam. Pasted below</p>		5th	6th	7th	8th	APMS	-0.09	-0.11	-0.14	0.05	ARMS	-0.33	-0.44	-0.02	-0.24	BRMS	0.00	0.17	0.21	0.31	BWMS	0.33		-0.07	0.06	CHMS	0.11	-0.02	-0.11	-0.22	NY	-0.17	0.13			ENDMS	0.06	0.25	0.03	0.05	EYMS	0.02	0.22	0.05	0.15	LNMS	-0.07	-0.15	-0.07		NBMS	-0.03	0.11	0.15		VOMS	0.17	-0.01	-0.05	-0.29	Region	0.00	0.00	0.00	0.00
	5th	6th	7th	8th																																																															
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ENDMS	0.06	0.25	0.03	0.05																																																															
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LNMS	-0.07	-0.15	-0.07																																																																
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Region	0.00	0.00	0.00	0.00																																																															



# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELA Scatter Growth Summary ([Tableau Report!](#))

**Note: Since ELA EOY IAs were not region-specific, growth can be measured across regions.**

**Endeavor, East New York, and North Brooklyn had growth above the network average in every grade.**

	5th	6th	7th	8th
AAMS		-0.25	-0.43	
CT				
BPMS	-0.39	-0.45	-0.08	-0.09
HSMS	-0.23	-0.45	-0.58	-0.50
APMS	0.08	-0.20	0.00	0.01
BRMS	-0.11	0.03	-0.10	0.23
BWMS	0.09	-0.11	0.14	-0.16
CHMS	0.00	0.31	-0.06	-0.12
NY				
EMMS	-0.15	-0.06	0.38	
ENDMS	0.13	0.31	0.24	0.32
EYMS	0.15	0.25	0.62	0.26
LNMS		0.01		
NBMS	0.19	0.46	0.06	
VOMS	0.42	0.18	0.13	-0.07
Network	0.00	0.00	0.00	0.00

**Note:**

Students must have both the BOY STAR Reading test and the EOY IA on record to be included in this analysis.

School and grade completion must meet 75%.

*The network averages are 0 (by design!)*

## ADDITIONAL CONTEXT AND EVIDENCE

In middle school grades test completion rates were sufficient but inconsistent across schools, ranging from 60% - 99%. There were some grades that fell below our minimum 75% completion threshold and schools acknowledge that these rates are far below our standard 95% threshold.

Test completion rates among K-4 scholars were higher with a low of 83% and high of 100%. That said, scheduling of interim assessments, unit assessments, and normed assessments was challenging so data is less available than desired. As mentioned above, STEP/F&P assessments were used to measure achievement level and growth; STEP completion was strong across the network and averaged 99% completion during the EOY 20-21 cycle.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS	You can find completion data for the mock exam <a href="#">here</a> (slide # 39).

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	ELA										
	NY										
	APMS	ARMS	BRMS	BWMS	CHMS	EMMS	ENDMS	EYMS	LNMS	NBMS	VOMS
	90%	97%	94%	95%	95%	92%	99%	98%	88%	97%	92%
	86%	79%	89%	86%	94%	100%	95%	98%	97%	98%	100%
	97%	78%	86%	88%	98%	85%	94%	90%	96%	94%	99%
81%	85%	98%	98%	94%		99%	98%			98%	
You can find completion data for the EOY exam <a href="#">here</a> (slide # 26).											
ELA											
NY											
APMS	ARMS	BRMS	BWMS	CHMS	EMMS	ENDMS	EYMS	LNMS	NBMS	VOMS	
87%	38%										
87%	60%	87%	89%	90%	85%	97%	90%	69%	94%	100%	
87%	49%										
87%	51%	92%	83%	89%	92%	97%	98%	93%	88%	88%	
96%	78%	89%	82%	98%	85%	97%	97%	32%	95%	99%	
96%	40%										
96%	60%	97%	93%	98%		99%	98%			98%	

At the high school level, IA completion rates were also inconsistent. Part of the reason was because IA data is only collected for courses that have a central network curriculum. Courses that are unique to a school and/or do not have a central network curriculum do not centrally report their assessment data. A 75% completion rate for IAs in ELA at a school might mean that much of the other 25% was simply enrolled in a different course without a network IA. A lower completion rate might also reflect the fact that a course was not offered or required. For example, most 12<sup>th</sup> graders have already met NY state graduation requirements in ELA before entering 12<sup>th</sup> grade by taking multiple ELA classes in prior years and therefore might not take an ELA class in 12<sup>th</sup> grade. For the end of year assessment, AP courses do not use a network end of course assessment since they culminate in the actual AP exam. In SY 20-21 only AP students who opted into taking the AP exams took the mock AP assessment in the spring.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

One of the academic areas that was most exposed by the Covid circumstances of the past year was Reading. Beyond anticipated shortfalls, AF schools have identified that our scholars are not reading

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

at the levels that we expect, and they need. Elementary students overall are 1 grade level behind where we would expect them to be in a normal year. The shortfalls are more pronounced at the middle and high school levels. As a result, increased reading interventions will be a core strategy across all grade levels from kindergarten through high school, and grades 5-12 will be prioritized.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	At the middle school, we are prioritizing guided reading and independent reading. You can find our <a href="#">Guided Reading Site here</a> and our <a href="#">Independent Reading Site</a> here.

### ACTION PLAN

As mentioned in the ELA Background section above, AF Brooklyn schools have undertaken a comprehensive review of the 2020-21 data and identified reading proficiency as a significant area requiring attention. Leaders are concerned about learning loss over the course of time in middle schools, as students move up grades, through high school.

As a result, strong reading intervention is an integral part (strategy #4) of the schools' COVID Response Strategy. This will include dedicated reading intervention blocks incorporated into the school schedule for all scholars. Strategies will be supported by strong goals:

- 90% of K-4 students meet individual growth goals
- 65% of 5-12 students grow at or above the 50<sup>th</sup> percentile

At the elementary level, a key priority this year is strengthening our phonics and phonemic awareness block. This is a priority for all elementary schools, and at a network level, we are coordinating teacher professional development with outside experts and shifting to a new phonics curriculum that better aligns with the science of reading. In this work, we are partnering with Wilson Language (specifically using their Foundations program) and using their expertise to build our teachers' skillsets.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	At the middle school, we are prioritizing guided reading and independent reading. You can find our <a href="#">Guided Reading Site here</a> and our <a href="#">Independent Reading Site</a> here.

### ADDITIONAL SUPPORTS THROUGH HISTORY INSTRUCTION

The history program has developed additional history standards aligned to the literacy standards from Common Core to support growth in reading comprehension. These standards are also aligned to the Advanced Placement exam in high school.

As part of the creation of these standards, we have aligned the curriculum and assessments to the aforementioned standards that will target reading comprehension. Our assessment framework targets both mid and end-of-unit assessments on the priority literacy-based standards to support teacher ability to monitor growth over time.

We have emphasized the utilization of formative data through the above assessment philosophy. This, coupled with robust professional development and school support, will allow teachers to differentiate to meet the needs of their students.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

**Goal 3: Absolute Measure**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

### RESULTS AND EVALUATION

AF Brownville fell short of the goal in the two cohorts reported. Crown Heights approached the goal in two cohorts and surpassed in in one. East NY met, nearly met, and exceeded the measure across the three cohorts reported.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

#### Brownsville

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	1	43	52
2017	2020-21	68	20	23	48

#### CHMS

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	55	<b>62</b>
2016	2019-20	97	2	59	62
2017	2020-21	102	6	45	47

### ENYMS

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	52	<b>65</b>
2016	2019-20	71	0	57	80
2017	2020-21	91	2	57	64

### ADDITIONAL EVIDENCE

**NOTE: BELOW DOESN'T INCLUDE EXEMPTIONS!!!!!!**

Percent Achieving at Least Level 4 by Cohort and Year

#### Brownsville

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	30	71	31	68	34
2018	102		96		102	
2019			116		116	
2020					126	

#### CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	40	108	44	102	44
2018	116		104		99	
2019			124		127	

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020					180	
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### ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	103	59	92	63	91	63
2018	117		114		104	
2019			120		125	
2020					132	

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

### RESULTS AND EVALUATION

AF Brownville, Crown Heights, and East NY all exceed this measure.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### BNMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	1	68	83
2017	2020-21	68	19	41	88

### CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	86	<b>98</b>
2016	2019-20	97	2	89	97
2017	2020-21	102	6	74	77

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	78	<b>98</b>
2016	2019-20	71	0	65	92
2017	2020-21	91	2	77	87

## ADDITIONAL EVIDENCE

### Percent Achieving at Least Level 3 by Cohort and Year

### BNMS

	2018-19	2019-20	2020-21



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	82	57	71	61	68	63
2018	102		96		102	3
2019			116		166	
2020					126	

### CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	68	108	68	102	72
2018	116		104		99	2
2019			124		127	2
2020					180	

### ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	82	92	87	91	85
2018	117		114		104	1
2019			120		125	
2020					132	1

#### Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS AND EVALUATION

Only East NY had a cohort that achieved this measure as well as a second cohort that approached it. Crown Heights also had one cohort that approached the measure (45%). Brownville fell short of the measure in all cohorts.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

### BNMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	31	1	8	27

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2017	2020-21	29	12	5	29
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### CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	25	<b>45</b>
2016	2019-20	51	0	23	41
2017	2020-21	41	3	10	26

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	40	0	17	<b>43</b>
2016	2019-20	11	1	7	70
2017	2020-21	27	1	4	15

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL EVIDENCE

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### RESULTS AND EVALUATION

Crown Heights and East NY met the measure in two out of three cohorts reported. AF Brownville nearly met the measure in both of the cohorts reported.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	31	1	21	70
2017	2020-21	29	12	12	71

#### CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	51	0	48	<b>94</b>
2016	2019-20	43	2	36	88
2017	2020-21	41	3	27	71

#### ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

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2015	2018-19	40	0	39	<b>98</b>
2016	2019-20	11	1	10	100
2017	2020-21	27	1	17	65

### ADDITIONAL EVIDENCE

<b>ELA Goal: Additional Measure</b>
[Include additional measures that are part of the Accountability Plan.]
<p><b>METHOD:</b></p> <p><b>RESULTS AND EVALUATION:</b></p> <p><b>ADDITIONAL EVIDENCE:</b></p>

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>Nearly Met</b>
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>MET</b>
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English	N/A

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	Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET, Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET, Nearly Met

### ACTION PLAN

We have focused the curriculum in 9<sup>th</sup> -11<sup>th</sup> grade Literature and Writing on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. We have set a goal of 70% of all students rostered into guided reading intervention growth at the 50<sup>th</sup> percentile or above on the STAR reading assessment. Finally, we have a subset of teachers from three of our high schools participating in a Reading Apprenticeship disciplinary literacy pilot from WestEd to better improve the alignment and integration of literacy across all courses.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

There are three parts to this strategy.

- First, this means leveraging and building off existing resources (screeners, triggers, secondary assessments, defined reading interventions, training materials, and coaching materials) to ensure reading intervention **execution** is strong in ES, MS, and HS (with a focus on grades 5-12 leveraging existing bright spots). Reading intervention capacity and quality varies greatly, and the variation increases in MS and HS. (In HS for example, reading intervention scheduling is extremely difficult to operationalize.) Prioritizing this means

using reading interventions that are research-based and scientifically proven to teach students to build skills to become proficient readers. This also means ensuring scheduling, staffing, training, coaching, principal and regional superintendent time, and TSS support decisions will focus on improving reading intervention quality.

- Second, this means starting the work to develop a collective understanding of how students learn to read. It starts with aligning on the scope of the challenge (a comprehensive review of historical reading data) and defining how our core program does and does not support students to develop into strong, thriving readers. It will involve a K-12 ELA working group (K-12) and hiring a Director of Reading to oversee and coordinate this work.
- Third, in K-8, this also means defining best practices for strong accountable reading (real time “real reading” in text) that supports a culture of “love of reading.” We know that the #1 way that students become better readers is by reading a lot, AND we know that setting up strong independent reading takes strategic planning, staffing, and support. (It’s *deceptively* simple.) Therefore, we will prioritize studying and capturing existing bright spots.

## GOAL 4: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

#### BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

#### **Tenets of Achievement First’s Mathematics Program:**

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
  - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

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- The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
    - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
  4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
    - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
  5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with mathematical practices fall.
    - While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

### METHOD

During 2020-21, schools anticipated having NY State Test data, but because schools remained remote the entire year, state tests were not administered. In the absence of that data, we have identified several assessment systems that yield robust data about students' math mastery.

At the beginning of year, we administered the STAR Math assessment. This provided baseline data to inform instruction. In addition, we leveraged multiple internally created assessments. At the conclusion of each unit of study, we administered a Unit Test. Each Unit Test assessed mastery of multiple grade level Common Core standards at varying levels of rigor. In addition, we administered two cumulative assessments: an interim assessment ("IA3," because it was given during our third yearly data cycle) in March 2021 and an End of Year assessment ("EOY") in June 2021. Each of these was a cumulative exam that tested grade-level Common Core standards at various levels of rigor, including challenging problem-solving tasks.

Given the challenges of scheduling and administering valid remote assessments to our youngest students, elementary IAs and quizzes were primarily optional during 2020-2021. This shift allowed schools to administer assessments when they hit critical "building block" points in the curriculum, and to use data more formatively than we have in years past. The math curriculum team was able to unpack individual schools' data with leaders and determine coaching points for student's mathematical development.

### RESULTS AND EVALUATION



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

We leveraged the STAR test to provide baseline data to inform math instruction. After the beginning of year STAR administration, we switched to internal measures of mathematics mastery. As such, we will present data from both the STAR tests as well as our internal cumulative exams (IA3 and EOY).

Below are the BOY proficiency levels by charter using the NYST aligned cut scores from STAR Math.

Percent proficient in STAR Math by school for students that have been at AF for at least 1 year				
School	# Proficient	# Test Takers	% Proficient	Met Goal
AF Apollo MS	100	344	29%	FALSE
AF Aspire MS	68	344	20%	FALSE
AF Brownsville MS	68	319	21%	FALSE
AF Bushwick MS	76	296	26%	FALSE
AF Crown Heights MS	88	303	29%	FALSE
AF East New York MS	82	300	27%	FALSE
AF Endeavor MS	72	374	19%	FALSE
AF Linden MS	35	236	15%	FALSE
AF North Brooklyn Prep MS	62	236	26%	FALSE
AF Voyager MS	26	164	16%	FALSE

The grade level benchmark measures whether a student performs at or above his or her current grade level. 2017 STAR Math Benchmark is reaching the 40<sup>th</sup> percentile of STAR test takers. The NYTSP cutoff scores are the NY state STAR cutoff scores.

Percent proficient by school and grade for students at least at their second year at AF				
School Name	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cut score cutoff
AF Apollo MS	344	56.1%	73.0%	29.1%

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AF Aspire MS	344	47.4%	70.1%	19.8%
AF Brownsville MS	319	53.0%	67.4%	21.3%
AF Bushwick Empower MS	31	0.0%	22.6%	0.0%
AF Bushwick MS	296	58.4%	72.0%	25.7%
AF Crown Heights MS	303	59.7%	81.2%	29.0%
AF East New York MS	300	56.0%	68.7%	27.3%
AF Endeavor MS	374	48.1%	65.8%	19.3%
AF Linden MS	236	39.4%	77.1%	14.8%
AF North Brooklyn Prep MS	236	55.9%	86.9%	26.3%
AF Voyager MS	164	45.1%	50.6%	15.9%

### Percent proficient by school and grade for students at least at their second year at AF

School name	Grade level	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cut score cutoff
AF Apollo MS	5th	92	48.9%	88.0%	15.2%

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AF Apollo MS	6th	82	46.3%	79.3%	29.3%
AF Apollo MS	7th	80	56.3%	72.5%	21.3%
AF Apollo MS	8th	90	72.2%	52.2%	50.0%
AF Aspire MS	5th	89	38.2%	93.3%	9.0%
AF Aspire MS	6th	87	36.8%	77.0%	16.1%
AF Aspire MS	7th	91	51.6%	70.3%	20.9%
AF Aspire MS	8th	77	64.9%	35.1%	35.1%
AF Brownsville MS	5th	68	55.9%	92.6%	14.7%
AF Brownsville MS	6th	79	41.8%	78.5%	24.1%
AF Brownsville MS	7th	80	48.8%	73.8%	13.8%
AF Brownsville MS	8th	92	64.1%	33.7%	30.4%
AF Bushwick Empower MS	5th	12	0.0%	50.0%	0.0%
AF Bushwick Empower MS	6th	9	0.0%	11.1%	0.0%
AF Bushwick Empower MS	7th	10	0.0%	0.0%	0.0%

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AF Bushwick MS	5th	74	48.6%	90.5%	12.2%
AF Bushwick MS	6th	72	52.8%	80.6%	23.6%
AF Bushwick MS	7th	77	62.3%	74.0%	26.0%
AF Bushwick MS	8th	73	69.9%	42.5%	41.1%
AF Crown Heights MS	5th	82	47.6%	93.9%	17.1%
AF Crown Heights MS	6th	80	50.0%	86.3%	20.0%
AF Crown Heights MS	7th	72	75.0%	93.1%	36.1%
AF Crown Heights MS	8th	69	69.6%	47.8%	46.4%
AF East New York MS	5th	73	35.6%	82.2%	15.1%
AF East New York MS	6th	73	46.6%	79.5%	27.4%
AF East New York MS	7th	74	64.9%	70.3%	18.9%
AF East New York MS	8th	80	75.0%	45.0%	46.3%
AF Endeavor MS	5th	94	42.6%	89.4%	14.9%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	6th	92	40.2%	75.0%	15.2%
AF Endeavor MS	7th	93	46.2%	63.4%	11.8%
AF Endeavor MS	8th	95	63.2%	35.8%	34.7%
AF Linden MS	5th	86	31.4%	86.0%	3.5%
AF Linden MS	6th	74	28.4%	67.6%	12.2%
AF Linden MS	7th	76	59.2%	76.3%	30.3%
AF North Brooklyn Prep MS	5th	65	43.1%	92.3%	9.2%
AF North Brooklyn Prep MS	6th	85	48.2%	81.2%	25.9%
AF North Brooklyn Prep MS	7th	86	73.3%	88.4%	39.5%
AF Voyager MS	5th	8	25.0%	75.0%	0.0%
AF Voyager MS	6th	46	34.8%	73.9%	15.2%
AF Voyager MS	7th	58	41.4%	53.4%	13.8%
AF Voyager MS	8th	52	61.5%	23.1%	21.2%

Mathematics performance for Special Education Students vs General Education

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<b>Percent proficient by school broken out by SPED</b>					
<b>schoolname</b>	<b>sped</b>	<b># of Test Takers</b>	<b>Percent that met their gradelevel equivalent</b>	<b>Percent that met 2017 Star Math Benchmark</b>	<b>Percent that met NYTSYP level 3 cutscore cutoff</b>
AF Apollo MS	No	323	58.8%	70.0%	31.3%
AF Apollo MS	Yes	40	27.5%	30.0%	5.0%
AF Aspire MS	No	323	47.7%	59.8%	21.1%
AF Aspire MS	Yes	36	30.6%	36.1%	2.8%
AF Brownsville MS	No	292	55.5%	71.2%	23.3%
AF Brownsville MS	Yes	46	21.7%	30.4%	4.3%
AF Bushwick Empower MS	Yes	31	0.0%	9.7%	0.0%
AF Bushwick MS	No	262	63.4%	72.5%	26.7%
AF Bushwick MS	Yes	50	24.0%	34.0%	16.0%
AF Crown Heights MS	No	266	62.0%	74.4%	31.6%
AF Crown Heights MS	Yes	52	42.3%	53.8%	13.5%
AF East New York MS	No	237	62.4%	73.0%	31.6%
AF East New York MS	Yes	88	33.0%	34.1%	11.4%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	No	328	53.4%	65.9%	20.7%
AF Endeavor MS	Yes	61	21.3%	27.9%	6.6%
AF Linden MS	No	216	40.7%	51.4%	16.2%
AF Linden MS	Yes	38	23.7%	28.9%	2.6%
AF North Brooklyn Prep MS	No	245	56.3%	69.8%	24.1%
AF North Brooklyn Prep MS	Yes	38	31.6%	39.5%	13.2%
AF Voyager MS	No	179	45.8%	50.8%	15.6%
AF Voyager MS	Yes	43	18.6%	20.9%	7.0%

### ADDITIONAL CONTEXT AND EVIDENCE

As noted above, comparable data over the course of the 2020-21 school year is not available. A comparison between the March (IA3) and June (EOY) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, we set cut scores that we believe to be similar to those used on the New York State exam. These are shown in the table below.

PL	Test Score Band
<b>L1</b>	<b>0-29</b>
<b>L2</b>	<b>30-54</b>
<b>L3</b>	<b>55-74</b>
<b>L4</b>	<b>75-100</b>

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Using those cut scores, we calculated the percent of scholars proficient (Level 3 or 4) at each school for each exam. The percentage point difference shows the aggregate growth from March to June.

<b>Percent Proficient 2021 for IA Math</b>				
<b>School name</b>	<b>Grade level</b>	<b>Percent Proficient IA3</b>	<b>Percent Proficient EOY</b>	<b>Percentage Point Difference</b>
AF Apollo MS	5	27.0%	58.9%	31.9%
AF Apollo MS	6	12.9%	75.3%	62.4%
AF Apollo MS	7	18.6%	55.8%	37.2%
AF Aspire MS	5	26.9%	57.0%	30.1%
AF Aspire MS	6	12.9%	61.4%	48.5%
AF Aspire MS	7	9.8%	60.2%	50.4%
AF Aspire MS	8	6.5%	31.1%	24.6%
AF Brownsville MS	5	37.5%	47.5%	10.0%
AF Brownsville MS	6	9.4%	39.5%	30.1%
AF Brownsville MS	7	9.0%	64.7%	55.7%
AF Brownsville MS	8	0.0%	13.3%	13.3%
AF Bushwick Empower MS	5	0.0%	8.3%	8.3%
AF Bushwick Empower MS	6	0.0%	10.0%	10.0%
AF Bushwick Empower MS	7	0.0%	0.0%	0.0%
AF Bushwick MS	5	34.4%	50.6%	16.2%
AF Bushwick MS	6	27.5%	63.5%	36.1%
AF Bushwick MS	7	14.0%	76.2%	62.2%
AF Bushwick MS	8	1.5%	48.3%	46.8%
AF Crown Heights MS	5	20.2%	42.4%	22.1%
AF Crown Heights MS	6	26.7%	66.7%	40.0%
AF Crown Heights MS	7	11.3%	68.4%	57.1%



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF East New York MS	5	31.3%	61.9%	30.7%
AF East New York MS	6	42.4%	81.3%	38.8%
AF East New York MS	7	30.0%	73.7%	43.7%
AF Endeavor MS	5	33.3%	38.7%	5.4%
AF Endeavor MS	6	25.0%	57.0%	32.0%
AF Endeavor MS	7	7.4%	52.1%	44.6%
AF Endeavor MS	8	11.1%	30.3%	19.2%
AF Linden MS	5	20.0%	37.3%	17.3%
AF Linden MS	6	16.0%	59.1%	43.1%
AF Linden MS	7	23.3%	62.0%	38.7%
AF North Brooklyn Prep MS	5	36.4%	52.8%	16.4%
AF North Brooklyn Prep MS	6	27.2%	74.1%	47.0%
AF North Brooklyn Prep MS	7	40.9%	76.1%	35.2%
AF Voyager MS	5	47.8%	88.5%	40.6%
AF Voyager MS	6	9.7%	43.3%	33.7%
AF Voyager MS	7	30.0%	65.6%	35.6%

Middle School Specific Context								
Greenfield NY Schools	Aspire MS Linden MS	<p>Additional data points and measures of student growth and achievement at Aspire and Linden for the 20-21 school year were: Paceline Proficiencies. Historically, our math paceline is a proxy for student achievement on end of year state exams. It is not perfectly predictive, but year after year we see a high correlation between Paceline and state tests. A correlation above .5 is strong and .7 is exceedingly high. See below our correlation in paceline and state tests before the pandemic. Note: We do not have correlation data for 7<sup>th</sup> and 8<sup>th</sup> grade as state tests were not given during the years that Greenfield expanded to these grades.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>Grade</u></th> <th style="text-align: left;"><u>Paceline Correlation</u></th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup></td> <td>0.82</td> </tr> <tr> <td>6<sup>th</sup></td> <td>0.84</td> </tr> </tbody> </table>	<u>Grade</u>	<u>Paceline Correlation</u>	5 <sup>th</sup>	0.82	6 <sup>th</sup>	0.84
<u>Grade</u>	<u>Paceline Correlation</u>							
5 <sup>th</sup>	0.82							
6 <sup>th</sup>	0.84							

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		<p>See Below for the 20-21 Paceline Scores for Aspire and Linden.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Aspire</u></th> <th style="text-align: center;"><u>Linden</u></th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup>: 66% Proficient</td> <td>19% Proficient</td> </tr> <tr> <td>6<sup>th</sup>: 31% Proficient</td> <td>13% Proficient</td> </tr> <tr> <td>7<sup>th</sup>: 38% Proficient</td> <td>39% Proficient</td> </tr> <tr> <td>8<sup>th</sup>: 45% Proficient</td> <td></td> </tr> </tbody> </table> <p>These numbers do not account for the student agency and accountability built through our paceline strategy. Students set goals to improve their pacelines, and there were often incremental changes in growth that could not be reflected by sheer proficiency.</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth.</p>	<u>Aspire</u>	<u>Linden</u>	5 <sup>th</sup> : 66% Proficient	19% Proficient	6 <sup>th</sup> : 31% Proficient	13% Proficient	7 <sup>th</sup> : 38% Proficient	39% Proficient	8 <sup>th</sup> : 45% Proficient	
<u>Aspire</u>	<u>Linden</u>											
5 <sup>th</sup> : 66% Proficient	19% Proficient											
6 <sup>th</sup> : 31% Proficient	13% Proficient											
7 <sup>th</sup> : 38% Proficient	39% Proficient											
8 <sup>th</sup> : 45% Proficient												
<p>Classic NY Schools</p>	<p>Apollo MS            Brownsville MS            Bushwick MS            Bushwick Empower MS            Crown Heights MS            East New York MS            Endeavor MS            North Brooklyn Prep MS            Voyager MS</p>											

<b>Mathematics Goal: Additional Measure</b>
[Include additional measures that are part of the Accountability Plan.]
<p><b>METHOD:</b></p> <p><b>RESULTS AND EVALUATION:</b></p> <p><b>ADDITIONAL EVIDENCE:</b></p>

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Absolute proficiency suffered significantly in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year that they never stepped foot in a school building was profound, yet AF Brooklyn schools kept the vast majority of students engaged and productive over the school year. Internal analysis of gaps among various demographic groups continues to suggest that there is work to do in these areas. Data analysis and planning to address equity gaps will continue to be a major focus of our school leadership teams.

## ACTION PLAN

Despite the steep hill before our teachers and students, AF Brooklyn is maintaining an aggressive set of goals for the coming year, supported by a strategy that uses formative assessments as part of an ongoing process that is integrated with curriculum and instruction. One of the major pieces of learning from what has served as a transition year is that our schools were overly using assessment data for evaluative purposes and not leveraging their formative value.

We are fully implementing STAR Math in the coming year across all schools and will avoid data gaps that were inevitable in 2020-21 due to the flexibility we had to give schools to weather the Covid storm.

Goals will remain aggressive and central to our work:

- Grades 3-4: Average scaled score on NYST is higher than the state non-poor average
- Grades 5-8: 65% of students grow at or above the 50<sup>th</sup> percentile on STAR; Average scaled score is higher than the state non-poor average

At the elementary level, we have seen that absolute achievement on internal shared assessments (like normed quizzes across the network) dipped more significantly in upper elementary. To that end, we are revising our K-2 math program to build stronger foundational understanding of key concepts, such as base 10, mathematical practices, and flexible thinking. We piloted the Cognitively Guided Instruction program at four Brooklyn elementary schools last year, and saw strong data coming out of the pilot. This year we have expanded the CGI program to all elementary schools K-2. As a network, we are partnering with outside experts in the field to provide teachers and leaders

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

with monthly professional development in CGI, and in facilitating lower elementary students' development of their own mathematical understandings. We're also piloting CGI in 3<sup>rd</sup> and 4<sup>th</sup> grade at 4 of our Brooklyn schools this year.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Growth is incredibly important to Greenfield after the 20-21 school year. You can see that in the structures that we have now embedded in our program. We have built in conferencing days, flexibility to respond to data, choice points for teachers based on formative data.</p> <p>We have implemented mandatory pre-tests this school year to assess whether scholars have mastered pre-requisite skills from the current and previous school years. As a part of our unit unpacking process, teachers use the data from the pre-test to make necessary adjustments to the unit including pre-teaching skills and planning for re-teach/extra practice.</p> <p>While some of these structures may have existed during the 20-21 school year, they were not mandatory and there was little accountability. Additional accountability structures have been put into place for the 21-22 school years in which there will be targeted data analysis and progress monitoring after each Unit and Interim Assessment led by the Network.</p> <p>This school year we have also prioritized standards as suggested by the Achieve the Core to allow for scholars to dive deep into the essential standards of their grade while allowing for flexibility to close gaps developed because of learning loss during the pandemic.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	Please see additional notes under “Results and Evaluation” above to learn more about how Classic NY schools leveraged exams to inform instruction and understand progress in scholar learning and achievement.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	North Brooklyn Prep MS Voyager MS	
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# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

Brownsville and Crown Heights nearly met this measure in the 2016 cohort, but performance dipped significantly during the 2020-21 school year affecting the 2017 cohort.

East NY performed strongest in 2020-21, solidly attaining the goal.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

BNMS

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	83	1	51	62
2017	2020-21	68	11	18	32

CHMS

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	1	51	62
2017	2020-21	68	11	18	32

### ENYMS

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	46	<b>40</b>
2016	2019-20	71	3	53	58
2017	2020-21	91	10	60	74

### ADDITIONAL EVIDENCE

#### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	24	71	25	68	26
2018	102	43	96	42	102	39
2019			116	20	116	20
2020					126	

### CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	24	71	25	68	26
2018	102	43	96	42	102	39
2019			116	20	116	20
2020					126	

### ENYMS

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	103	65	92	68	91	65
2018	117	64	114	61	104	63
2019			120	1	125	1
2020					115	

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

### RESULTS AND EVALUATION

All three of the AF Brooklyn high schools achieved this measure by significant margins across all cohorts.

#### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	0	80	96
2017	2020-21	68	6	58	94

### CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	84	<b>94</b>
2016	2019-20	97	2	90	95
2017	2020-21	102	2	83	83

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	79	<b>99</b>
2016	2019-20	71	0	70	99
2017	2020-21	91	3	84	96

### ADDITIONAL EVIDENCE

#### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	82	88	71	85	68	85
2018	102	87	96	85	102	82
2019			116	28	116	30
2020					126	

### CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	80	108	81	102	81
2018	116	85	104	88	99	86
2019			124		127	7
2020					180	1

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	95	92	95	91	92
2018	117	91	114	83	104	86
2019			120	8	125	10
2020					126	4

### Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

None of the cohorts of any of the AF Brooklyn high schools attained this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	27	1	3	12
2017	2020-21	29	8	2	10

### CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	32	0	2	<b>6</b>
2016	2019-20	29	4	4	16
2017	2020-21	39	0	0	0

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	22	0	3	<b>5</b>
2016	2019-20	11	1	2	20
2017	2020-21	22	3	5	26

ADDITIONAL EVIDENCE

**Goal 4: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Nearly all of the cohorts across all three high schools achieved this measure by significant margins. Only the 2017 cohort at Crown Heights fell short.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>3</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	27	0	25	93
2017	2020-21	29	4	22	88

CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	32	0	28	<b>88</b>
2016	2019-20	29	2	23	85
2017	2020-21	39	1	24	63

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	22	0	21	<b>95</b>
2016	2019-20	11	0	11	100
2017	2020-21	22	1	18	86

### ADDITIONAL EVIDENCE

<b>Mathematics Goal: Additional Measure</b>
[Include additional measures that are part of the Accountability Plan.]
<p><b>METHOD:</b></p> <p><b>RESULTS AND EVALUATION:</b></p> <p><b>ADDITIONAL EVIDENCE:</b></p>

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AF Brooklyn high school programs met or nearly met three of the four applicable measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Nearly Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	N/A

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

### ACTION PLAN

We have focused the curriculum in Algebra, Algebra 2, Geometry, and Pre-Calculus on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses have pre-assessments design to assess the pre-requisite content for a unit so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as student learn the prioritized content.

## GOAL 5: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance

expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the foundational document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

### **COVID Context**

Children are natural scientists; their curiosity and wonder for how the world works drive their formative years. Therefore, it is our responsibility to ensure that students continue to cultivate a love and appreciation for the beauty and wonder of science, engineering, and the natural world.

During a 100% remote school year across our Brooklyn schools, our program continued to employ curiosity through inquiry to drive individual investigations and units of study, building on the inherent curiosity and joy students experience in learning to bring purpose to the study of science and thus is prerequisite to a rigorous educational experience.

From the middle to the end of the year school and network leaders worked to compile a comprehensive multi-year Covid Response Plan that is integrated with our five-year Strategic Plan.

The rigor of content, concepts, and practices gradually increased in complexity from grade band to grade band, ensured to focus on students developing the skills and understandings necessary to meet college readiness expectations as outlined by the College Board Standards for College Success and New York State Science Learning Standards within our 100% remote science response plan.

The realities of COVID meant that, at the elementary level, our ability to assess students in science was impacted. Many classrooms shifted to fully remote science, making it hard to assess understanding through hands-on experimentation as we normally would have. Additionally, safety measures meant that we shifted to fully self-contained classrooms, and many elementary teachers taught new subjects for the first time in 20-21, including science. Despite the challenges of remote instruction and assessment, science instruction continued through demonstrations, remote modules and experiments, and at-home projects that capitalized on our students' curiosity about the world around them. Using remote platforms (such as Nearpod in K-1 and piloting Amplify in 3) helped foster student engagement and made lessons accessible for emerging readers and writers in early elementary.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

As named above, the challenges of remote instruction and assessment impacted our ability to assess at the elementary level. Science unit assessments were optional for schools in 2020-2021 and therefore had low completion. However, we are able to use end-of-unit assessment data from 2019-2020 to analyze student achievement and name development steps for the science program.

**MS Classic NY Context:** During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in MS science: Bi-weekly Quizzes, aligned to the NGSS performance expectations and New York State Science Learning Standards. All students took a network assessment every two weeks to measure progress toward grade level goals in understanding scientific content, concepts, and practices.

No standardized assessments were given in science during the 2020-21 academic year, NWEA MAP and ACT Aspire, due to the lack of external platform capability. This limited students to test remotely outside of the school.

Presented below is a summary of our Bi-weekly Quiz proficiency and our EOY proficiency estimates on our interim assessments.

**Goal:** Each year, 75% of 5th through 8th grade students enrolled at the school will meet or exceed the scale score proficiency equivalent according to New York State standards.

Middle School Specific Context		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	<p>In the 20-21 SY, the Classic Middle School program initiated a multi-year strategy to revise and align our program to our beliefs about Great Teaching and our belief that our scholars deserve a culturally responsive curriculum and program. To read more about Great Teaching in Science, please see <a href="#">here</a>. To see our high-level scope and sequence, please see <a href="#">here</a>.</p> <p>We also believe in the power of assessment (formative, summative, and predictive) to help make instructional decisions. Therefore, we have a robust assessment program that is aligned to the curriculum, the NGSS, the standards of the discipline, and the New York State Science Learning Standards. This assessment model includes:</p> <ul style="list-style-type: none"> <li>-Daily formative assessments (e.g., exit tickets, priority investigations)</li> <li>-Bi-weekly quizzes</li> </ul>



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		<p>-an EOY summative assessment (that also serves as formative assessment for the following SY)</p> <p>Multi-component assessment tasks (seen in both our Bi-weekly assessments and EOY assessments) require students to progressively make sense of a phenomenon or address a problem; this includes that prompts within multi-component tasks build logically and support students' sense-making such that by the end of the task, students have figured something out.</p> <p>Supports included in the tasks (e.g., scaffolds, task templates) support sense-making and do not diminish students' ability to demonstrate the targeted knowledge and practice.</p>
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### GREENFIELD CAMPUSES

At Greenfield campuses, students took consistent quizzes to monitor their progress on the NGSS leading up to the EOY IA. The assessments featured multiple choice questions that were aligned to discrete skills and components of the NGSS. They directly measured the skills and knowledge advanced during each unit's instruction and accompanying investigation.

The EOY IA differed in that it required students to respond to a variety of item types that were multi-part in nature. They continued to measure proficiency on science core ideas, practices, and crosscutting concepts but elevated the level of rigor by requiring data analysis and extended written responses. This assessment shift will be discussed further in the action plan with respect to how we are shifting unit assessment framework to both increase rigor, standards alignment, and provide ongoing formative data on prioritized content as students return to in-person school.

### RESULTS AND EVALUATION

<b>Middle School Specific Context</b>		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in science: Bi-weekly Quizzes, aligned to the NGSS performance expectations and New York State Science Learning Standards. Because of inconsistency in the number of students taking assessments at BOY, MOY, and EOY, the following is an average of all scores throughout the year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	North Brooklyn Prep MS Voyager MS	Bi-Weekly Quizzes are intentionally designed to assess phenomena, scope, and cognitive complexity. <ul style="list-style-type: none"> <li>Assessment scenarios focus on relevant, engaging, and rich phenomena and problems that elicit meaningful student performances. Assessment tasks are driven by meaningful and engaging scenarios.</li> <li>Assessments are balanced across domains, and assess a range of knowledge and application within each dimension.</li> <li>Assessments require a range of analytical thinking.</li> <li>Application of SEPs (science and engineering practices)</li> </ul>
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### 20-21 Science Classic MS Bi-Weekly Quiz Proficiency Average

Percent proficient by school and grade

School name	Test Takers	% Proficient
AF Apollo MS	359	25%
AF Brownsville MS	352	25%
AF Bushwick MS	259	30%
AF Crown Heights MS	321	33%
AF East New York	245	36%
AF Endeavor MS	385	40%
AF North Brooklyn Prep MS	272	30%
AF Voyager MS	215	24%

### Middle School Specific Context

Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS	We also analyzed data aligned to the New York State Science Learning Standards on science practices. The NGSS has relevant practices of science or engineering for each performance expectation, SEPs (Science and Engineering Practices).
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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Endeavor MS North Brooklyn Prep MS Voyager MS	These practices are transferable, and this type of thinking is aligned to how scientists think. (The actual doing of science and not just “memorizing”).  During SY20-21, bi-weekly quizzes assessed the application of SEPs in both phenomenon- and problem-based scenarios. Middle school scholars focused on the following practices: <ul style="list-style-type: none"> <li>- Developing and Using Models</li> <li>- Engaging in Argument from Evidence</li> <li>- Constructing Explanations</li> <li>- Analyzing and Interpreting Data</li> </ul> <p><b>Remote Learning Context:</b> A majority of labs for science have become virtual simulations or video. That data from our biweekly quizzes is listed below.</p>
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### 20-21 Science Data:

Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

School	% Proficient Developing and Using Models - components	% Proficient Evidence Developing and Using Models - relationships	% Proficient Reasoning Developing and Using Models - connections/reasoning
AF Apollo MS Grade 5	83%	64%	52%
AF Apollo MS Grade 6	43%	54%	35%
AF Apollo MS Grade 7	42%	49%	25%
AF Apollo MS Grade 8	null	15%	20%
AF Brownsville MS Grade 5	61%	32%	37%
AF Brownsville MS Grade 6	35%	21%	26%
AF Brownsville MS Grade 7	57%	67%	42%
AF Brownsville MS Grade 8	null	25%	41%
AF Bushwick MS Grade 5	60%	44%	42%
AF Bushwick MS Grade 6	null	null	null
AF Bushwick MS Grade 7	null	33%	29%
AF Bushwick MS Grade 8	null	60%	64%
AF Endeavor MS Grade 5	62%	53%	62%
AF Endeavor MS Grade 6	51%	56%	49%
AF Endeavor MS Grade 7	41%	60%	42%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS Grade 8	null	60%	58%
AF East New York MS Grade 5	43%	35%	35%
AF East New York MS Grade 6	42%	55%	47%
AF East New York MS Grade 7	null	77%	53%
AF East New York MS Grade 8	null	76%	83%
AF North Brooklyn Prep MS Grade 5	52%	38%	27%
AF North Brooklyn Prep MS Grade 6	44%	43%	44%
AF North Brooklyn Prep MS Grade 7	49%	60%	44%
AF Voyager MS Grade 5	72%	45%	40%
AF Voyager MS Grade 6	15%	null	null
AF Voyager MS Grade 7	66%	62%	53%
AF Voyager MS Grade 8	null	46%	49%
AF Crown Heights MS Grade 5	63%	41%	27%
AF Crown Heights MS Grade 6	40%	35%	32%
AF Crown Heights MS Grade 7	41%	39%	48%
AF Crown Heights MS Grade 8	null	30%	45%

### 20-21 Science Classic MS SEP (science and engineering ) Data:

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

School	% Proficient Claims	% Proficient Evidence	% Proficient Reasoning
AF Apollo MS Grade 5	83%	58%	53%
AF Apollo MS Grade 6	78%	48%	35%
AF Apollo MS Grade 7	47%	42%	31%
AF Apollo MS Grade 8	62%	32%	28%
AF Brownsville MS Grade 5	69%	44%	39%
AF Brownsville MS Grade 6	60%	33%	31%
AF Brownsville MS Grade 7	70%	44%	28%
AF Brownsville MS Grade 8	74%	49%	27%
AF Bushwick MS Grade 5	null	null	41%
AF Bushwick MS Grade 6	null	null	null

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Bushwick MS Grade 7	50%	50%	25%
AF Bushwick MS Grade 8	76%	69%	59%
AF Endeavor MS Grade 5	72%	63%	45%
AF Endeavor MS Grade 6	55%	36%	20%
AF Endeavor MS Grade 7	67%	61%	53%
AF Endeavor MS Grade 8	75%	52%	45%
AF East New York MS Grade 5	72%	56%	40%
AF East New York MS Grade 6	60%	52%	34%
AF East New York MS Grade 7	67%	57%	51%
AF East New York MS Grade 8	88%	53%	56%
AF North Brooklyn Prep MS Grade 5	50%	38%	22%
AF North Brooklyn Prep MS Grade 6	81%	57%	45%
AF North Brooklyn Prep MS Grade 7	75%	64%	54%
AF Voyager MS Grade 5	95%	80%	44%
AF Voyager MS Grade 6	58%	33%	24%
AF Voyager MS Grade 7	74%	56%	50%
AF Voyager MS Grade 8	79%	64%	49%
AF Crown Heights MS Grade 5	65%	52%	30%
AF Crown Heights MS Grade 6	58%	47%	34%
AF Crown Heights MS Grade 7	61%	49%	30%
AF Crown Heights MS Grade 8	79%	61%	53%

There is significant variation in gaps across schools.

Middle School Specific Context		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	End of Year assessments are built aligned to the NGSS framework and New York State Science standards for three-dimensional science. The assessments were built with this framework to ensure that all students, including those from non-dominant groups, have access to a high-quality and rigorous science education that prepares them for college, career, and citizenship. The criteria used in their design focuses on <b>three-dimensional performance</b> . EOY Assessments require students to

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	<p>North Brooklyn Prep MS Voyager MS</p>	<p>make sense of phenomena and solve problems by integrating the three dimensions. The assessment tasks elicit sense-making and problem solving by focusing strongly on reasoning using scientific and engineering evidence, models, and principles.</p> <p>The summative assessment samples across conceptual understanding of core science ideas and crosscutting concepts, elements of scientific practices, and purposeful application of science as described by Framework-based standards.</p> <p>The assessments allow for robust information to be gathered for students with varied levels of achievement by providing opportunities that require all students to demonstrate varying levels of reasoning across life, physical, and Earth and space sciences as well as engineering, via SEPs and CCCs that range in grade-appropriate sophistication.</p> <p>That data from our EOY assessments is listed below.</p>
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### EOY Science IA Proficiency by school

School name	# of Test Takers	Number Proficient	Percent Proficient
AF Apollo MS	359	58	16.2%
AF Aspire MS	303	88	29.0%
AF Brooklyn HS	335	66	19.7%
AF Brownsville MS	352	54	15.3%
AF Bushwick Empower MS	8	0	0.0%
AF Bushwick MS	259	23	8.9%
AF Crown Heights MS	321	101	31.5%
AF East Brooklyn HS	105	4	3.8%
AF East New York MS	245	51	20.8%
AF Endeavor MS	385	91	23.6%
AF Linden MS	237	52	21.9%
AF North Brooklyn Prep MS	272	56	20.6%
AF University Prep HS	298	13	4.4%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Voyager MS	215	38	17.7%
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In 2020-21, none of the schools or grades approached the target of 75% on the New York State science aligned cut scores. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities.

<b>EOY Science IA Proficiency by school and grade</b>				
<b>School name</b>	<b>Grade level</b>	<b># of Test Takers</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>
AF Apollo MS	5	87	19	21.8%
AF Apollo MS	6	90	16	17.8%
AF Apollo MS	7	89	12	13.5%
AF Apollo MS	8	93	11	11.8%
AF Aspire MS	5	100	12	12.0%
AF Aspire MS	6	58	12	20.7%
AF Aspire MS	7	57	42	73.7%
AF Aspire MS	8	88	22	25.0%
AF Brooklyn HS	10	114	52	45.6%
AF Brooklyn HS	11	85	0	0.0%
AF Brooklyn HS	9	136	14	10.3%
AF Brownsville MS	5	80	10	12.5%
AF Brownsville MS	6	91	6	6.6%
AF Brownsville MS	7	89	24	27.0%
AF Brownsville MS	8	92	14	15.2%
AF Bushwick Empower MS	5	4	0	0.0%
AF Bushwick Empower MS	6	4	0	0.0%
AF Bushwick MS	5	87	12	13.8%
AF Bushwick MS	6	88	0	0.0%
AF Bushwick MS	7	43	0	0.0%
AF Bushwick MS	8	41	11	26.8%
AF Crown Heights MS	5	85	22	25.9%
AF Crown Heights MS	6	85	32	37.6%
AF Crown Heights MS	7	75	26	34.7%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Crown Heights MS	8	76	21	27.6%
AF East Brooklyn HS	11	105	4	3.8%
AF East New York MS	5	63	3	4.8%
AF East New York MS	6	61	6	9.8%
AF East New York MS	7	63	24	38.1%
AF East New York MS	8	58	18	31.0%
AF Endeavor MS	5	96	29	30.2%
AF Endeavor MS	6	95	10	10.5%
AF Endeavor MS	7	99	28	28.3%
AF Endeavor MS	8	95	24	25.3%
AF Linden MS	5	82	10	12.2%
AF Linden MS	6	82	19	23.2%
AF Linden MS	7	73	23	31.5%
AF North Brooklyn Prep MS	5	98	8	8.2%
AF North Brooklyn Prep MS	6	83	17	20.5%
AF North Brooklyn Prep MS	7	91	31	34.1%
AF University Prep HS	10	109	1	0.9%
AF University Prep HS	11	71	10	14.1%
AF University Prep HS	9	118	2	1.7%
AF Voyager MS	5	26	5	19.2%
AF Voyager MS	6	62	3	4.8%
AF Voyager MS	7	67	16	23.9%
AF Voyager MS	8	60	14	23.3%

None of the grades attained the target. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities. In middle school grades test completion rates were sufficient but inconsistent across schools, ranging from 60% - 99%. There were some grades that fell below our minimum 75% completion threshold and schools acknowledge that these rates are far below our standard 95% threshold.

### ADDITIONAL CONTEXT AND EVIDENCE

Classic Science Context: Without the consistency of year over year state tests, absolute performance is difficult to put into context. Falling short of target in all schools by such significant margins is a lesson enough that a year of remote learning under the harshest conditions for students and teachers has taken its toll.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessing SEPs (Science and Engineering Practices) was also made difficult during the 20-21 school year. SEPs are meaningful tools to deepen student exploration or sense-making of the phenomena. Given the constraints of 100% remote instruction, students could not adequately employ sense-making to the phenomenon or problem being addressed in specific grade bands.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Elementary	
Classic MS	Our science program was modified during SY20-21 to ensure student safety, student engagement and student thinking aligned to the NGSS and New York Science standards were met. The intentional removal of hands-on inquiry which allows our students sustained opportunities to work with and develop underlying ideas and appreciate their interconnectedness, a core aspect of our program, led to low absolute proficiency. Absolute proficiency suffered significantly in science in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year where students who lost the opportunity to build content, skills, and practices through hands-on inquiry was seen across all our schools.
Greenfield MS	S&D needs to pull the paceline data report percentages – can include YOY as well as for 20-21 (do not pull SDL because of low completion and deprioritization and misaligned to standards)

### ACTION PLAN

Elementary	In elementary, a strength of the program has been the amount of time students spend in hands-on experiments, and their ability to debrief. Moving forward, a main focus is stronger alignment between elementary and middle school programs. This year, the team is focused on revising 4 <sup>th</sup> grade materials so that they better fit the rigor of NGSS standards and prepare students for the cognitive and academic demands of middle school. Additionally, this year we are researching best-in-class science materials to determine what and where we can pilot in 22-23, for further expansion in 23-24. For all grades, we will be engaging in lesson revision to ensure that all Daily Lesson Resources are aligned to AF COVID Response Plan and are hybrid/remote ready. Lessons will continue to be revised and refined to ensure scholar and teacher safety. For remote materials, simulations will be added to help replace hands on experiences and foster student engagement. In addition, we will ensure that all resources support culturally competent instruction; this work began in 20-21 with the addition biography lessons to increase representation of BIPOC in science instruction.
Classic MS	Our science program was modified during SY20-21 to ensure student safety, student engagement and student thinking aligned to the NGSS and New York Science standards were met. The intentional removal of hands-on inquiry which allows our students sustained opportunities to work with and develop underlying ideas and appreciate their interconnectedness, a core

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	<p>aspect of our program, led to low absolute proficiency. Absolute proficiency suffered significantly in science in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year where students who lost the opportunity to build content, skills, and practices through hands-on inquiry was seen across all our schools.</p> <p>The introduction of Bi-Weekly Quizzes has illustrated student progress on the continuum toward the goals established by the standards at each grade band. School year 21-22, will continue to focus on providing the kinds of student learning experiences that would prepare students to use the three dimensions (science and engineering practices, disciplinary core ideas, crosscutting concepts) to identify and interpret evidence and engage in scientific reasoning as they make sense of phenomena and address problems.</p> <p>Curricular modifications for AF science are prioritizing the NGSS set expectations that students demonstrate what they know and can do via purposeful application. The expectation for our curricular modifications and reviving of inquiry, then, is for tasks that require students to use the three-dimensions to make sense of phenomena or to define and solve authentic problems.</p> <p>In addition to bi-weekly internal assessments, AF Brooklyn schools have set aggressive goals to administer standardized assessments in science during the 2020-21 academic year, NWEA MAP.</p>
Greenfield MS	<p>The unit assessments include the 3 dimensions</p> <p>Elevation of rigor</p> <p>Alignment of the curriculum to phenomenon driven inquiry</p> <p>Increased opportunity for formative data collection aligned to unit learning targets and teacher response via paceline</p> <p>We've also shifted paceline to include CW grades as part of the OM</p> <p>Integration of UDL into curricular and PD strategy</p> <p>Co-teaching has been integrated into the GF campuses for science in partnership with TSE</p>

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

The all-remote learning environment during the 2020-21 school year had the most drastic impact on our ability to assess Science learning in a consistent and comprehensive way. As a result, there is insufficient data to report

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. In science, most fourth year students had already fulfilled their science Regents requirement in a prior school year and had already met science credit requirements for graduation.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	83	3	65	81
2017	2020-21	68	15	0	0

#### CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	77	87

<sup>4</sup> Based on the highest score for each student on any science Regents exam

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2016	2019-20	97	4	69	74
2017	2020-21	102	6	2	2

### ENMYS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	76	<b>95</b>
2016	2019-20	71	2	60	87
2017	2020-21	91	41	0	0

### ADDITIONAL EVIDENCE

Data not available

#### Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### ADDITIONAL EVIDENCE

## GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

Students will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

#### Goal 6: Absolute Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	3	54	68
2017	2020-21	68	22	0	0

### CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	42	<b>47</b>
2016	2019-20	97	7	21	23
2017	2020-21	102	7	0	0

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	14	<b>20</b>

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2016	2019-20	71	5	4	6
2017	2020-21	91	39	0	0

### EVALUATION

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma.

### ADDITIONAL EVIDENCE

#### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

#### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

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### RESULTS

East NY achieved this measure among all three reported cohorts. Crown Heights nearly achieved the measure in the 2015 cohort, and Brownville fell short in both of the reported cohorts.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	<b>0</b>
2016	2019-20	83	0	57	69
2017	2020-21	68	6	43	69

### CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	66	<b>74</b>
2016	2019-20	97	10	59	68
2017	2020-21	102	5	56	58

### ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	67	<b>84</b>
2016	2019-20	71	0	69	97
2017	2020-21	91	2	67	75

### EVALUATION

### ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing



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2017	82	58	71	61	68	63
2018	102		96		102	
2019			116		116	
2020					126	

### CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	50	108	53	102	55
2018	116		104		99	
2019			124		127	
2020					180	

### ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	66	92	75	91	74
2018	117		114		104	
2019			120		125	
2020					132	

#### **Goal 6: Comparative Measure**

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

#### **ADDITIONAL EVIDENCE**

## GOAL 7: 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

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

### ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

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

## APPENDIX A: DATA REPORTING TABLES

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

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

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

### NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	[X] <sup>6</sup>	[#]	[X]	[Yes/No]

<sup>5</sup> 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

<sup>6</sup> Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>7</sup>	2+ students	75%	[#]	[%]	[Yes/No]
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### End of Year Performance on 2020-21 NWEA MAP [ELA/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 <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

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

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

## I-READY

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

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>8</sup> 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.

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	[%] <sup>10</sup>	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

### End of Year Performance on 2020-21 i-Ready [ELA/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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				

<sup>9</sup> 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

<sup>10</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8				
All				

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

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