Achievement First

AF Brooklyn – K-8 Charters

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 11, 2021

By Winston Lin

Charter	Complete Address	Phone
Apollo	350 Linwood Street, Brooklyn, NY 11208	347-471-2620
Aspire	982 Hegeman Avenue, Brooklyn, NY 11208	347-471-2055
Bushwick	125 Covert Street, Brooklyn, NY 11207	347-471-2550
Endeavor	510 Waverly Avenue, Brooklyn, NY 11238	718-622-5994
Linden	800 Van Siclen Avenue, Brooklyn, NY 11207	347-471-2700
NB Prep	200 Woodbine Street, Brooklyn, NY 11221	347-471-2690
Voyager	601 Parkside Avenue, Brooklyn, NY 11226	347-471-2640

Winston Lin, Data & Policy Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

School Leaders

Charter	Principal
Apollo	Noah Hellman has served as the elementary school principal since 2018.
Apollo	Jesse Uggla has served as the middle school principal since 2019.
Aspire	Jordan Hardy has served as the elementary school principal sinice 2020
Aspire	Zachary Segall has served as the middle school principal since 2017.
Bushwick	Courtney Saretzky has served as the elementary school principal since 2017.
Bushwick	Bobby Bridges has served as the middle school principal since 2018.
Endeavor	Colleen Young has served as the elementary school principal since 2020.
Endeavor	Shannon Williams-Paden has served as the middle school principal since 2020
Legacy	Jessica Eddy has served as the elementary school principal since 2021
Linden	Ashley Baez has served as the elementary school principal since 2019.
Linden	Rochelle Murray has served as the middle school principal since 2018.
North Brooklyn	Alicia Harper has served as the elementary school principal since 2021
North Brooklyn	Kate Carroll has served as the middle school principal since 2019.
Voyager	Tamla Frater has served as the middle school principal since 2020

SCHOOL OVERVIEW

The mission of Achievement First schools is to provide all our students with the academic and life 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.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005, followed by Endeavor (2006), Bushwick (2006), Brownsville (2008), Apollo (2010), Aspire (2013), North Brooklyn Prep (2014), Linden (2014), and Voyager (2016).

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 Charter Schools remain 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.

Although we'd intended to move to a hybrid operating model in November of 2020, all of our schools remained fully remote for the entire 2020-21 school year. Achievement First invested quickly and heavily in technology and teaching methods to support scholars and families in this unprecedented circumstance.

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

Charter	End Year	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total

School Enrollment by School Year and Grade

Charter	End Year	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Apollo	2017	93	92	95	96	96	99	94	92						757
Apollo	2018	93	97	93	93	92	106	101	92	77					844
Apollo	2019	90	97	96	93	93	89	97	95	88					838
Apollo	2020	89	93	98	94	87	97	97	98	86					839
Apollo	2021	88	91	100	104	95	104	102	87	95					866
Aspire	2017	83	91	91	95	77									437
Aspire	2018	93	92	91	91	91	100								558
Aspire	2019	89	91	96	85	88	104	85							638
Aspire	2020	82	94	91	97	94	107	108	96						769
Aspire	2021	66	90	94	93	95	103	113	110	88					852
Bushwick	2017	89	94	95	101	97	100	95	97	90					858
Bushwick	2018	94	96	101	106	103	95	102	96	94					887
Bushwick	2019	92	100	105	104	110	111	99	98	95					914
Bushwick	2020	96	94	108	112	108	110	112	96	97					933
Bushwick	2021	87	96	98	112	111	110	108	110	98					930
Endeavor	2017	92	93	95	98	90	91	95	91	84					829
Endeavor	2018	92	89	93	92	94	90	95	90	80					815
Endeavor	2019	65	94	94	90	88	93	99	83	97					803
Endeavor	2020	88	66	90	92	96	95	99	98	98					822
Endeavor	2021	66	109	96	93	96	98	97	101	99					855
Linden	2017	87	64	95	89										335
Linden	2018	90	95	88	100	87									460
Linden	2019	91	100	95	91	93	94								564
Linden	2020	88	97	98	91	95	97	83							649
Linden	2021	70	90	100	104	99	91	93	77						724
NB Prep	2017	60	63	93	88										304
NB Prep	2018	88	86	65	87	92									418
NB Prep	2019	90	98	93	66	86	98								531
NB Prep	2020	95	97	95	93	63	97	96							636
NB Prep	2021	91	96	100	97	97	99	95	97						772
Voyager	2017						66								66
Voyager	2018						97	87							184
Voyager	2019	47					59	63	69						238
Voyager	2020	27	46				44	65	56	62					300
Voyager	2021						25	63	66	57					211

GOAL 1: 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.

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	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. Close Reading Writing 5th: 43% Proficient 14% Proficient 6th: 31% Proficient 10% Proficient 7th: 49% Proficient 17% Proficient 8th: 76% Proficient 49% Proficient 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. 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. 5th: single digit difference (-7.7%) 7th: only slightly higher (17.6%) 8th: setting the bar high as our first 8th grade class (56% proficient) 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.
Classic NY Schools	Apollo MS Brownsville MS	In the 20-21 SY, the Classic Middle School program initiated a multi-year strategy to revise and align our

	Bushwick MS	program to our beliefs about Great Teaching and our belief that our scholars deserve a culturally responsive curriculum and program. To read more about how these beliefs have informed our text selection and curriculum revisions, please see here. To see our high-level scope and sequence, please see here. 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.
	Bushwick Empower MS	
	Crown Heights MS	
	East New York MS	
	Endeavor MS	
	North Brooklyn Prep MS	
	Voyager MS	
		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)

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

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.

Percent proficient across all tests 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 Reading Benchmark	Percent that met NYTSYP level 3 cut score cutoff
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%

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.

Percent proficient across all tests 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 Reading Benchmark	Percent that met NYSTP level 3 cut score cutoff
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 Brownsville MS	5th	382	34.6%	36.9%	25.7%

AF Brownsville MS	6th	475	19.2%	22.7%	27.4%
AF Brownsville MS	7th	380	22.1%	30.0%	22.1%
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%
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%
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	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 7th and 8th 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 ELA Curriculum Scope and Sequence. 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 this). 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. As designers, we have also built conferences into units so that students and teachers get individual time to discuss progress, goals, and growth. It is our belief that students should be aware of and in control of their learning.
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	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 here for the mock exam and here for the EOY exam. Below is a summary of cut score proficiency at all NY classic schools on the mock exam (February 2021):

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%

We also analyzed writing data aligned to the CCSS anchor standard

CCSS.ELA-LITERACY.CCRA.W.1 (NOTE THAT THE ANCHOR STANDARD IS BEING USED FOR SIMPLICITY REASONS; EXAMS WERE ALIGNED TO GRADE-LEVEL STANDARDS).

That data from our Mock exam is listed below. (Please note that we reviewed a statistically significant number of scholar responses that gave up 90% confidence (w/ 10% margin of error) that the mean of the sample would be representative of the larger group)

20-21 ELA MOCK DATA (February 2021)

School	% Proficient Claims	% Proficient Evidence	% Proficient Reasoning
AF Apollo	56%	53%	29%
AF Brownsville	88%	74%	44%
AF Bushwick	86%	61%	39%
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.

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	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. 5th: single digit difference (-7.7%) 7th: only slightly higher (17.6%) 8th: setting the bar high as our first 8th grade class (56% proficient) 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.
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

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 40th 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	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. In addition to goal coaches and goal teams, our ELA teachers are building these academic habits and mindsets directly within their content. 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. 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.
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights 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.

	East New York MS	
	Endeavor MS	
	North Brooklyn Prep MS	
	Voyager MS	

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.

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	median	Test Takers	sped median	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
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?*

| Breakout: | School | Equity Gap: | Select Focus Group | Sort by: | Breakout | Hide Grade Level Detail: | Hide Grades |

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level
NY	APES	-	463	42%	47%	6%	10%	2.2	6.1 → 8.2
	ASPES	-	418	26%	40%	6%	11%	1.9	5.8 → 7.8
	BRES	-	377	39%	53%	5%	11%	2.1	6.6 → 8.6
	BWEM	-	27	0%	0%	0%	0%	0.6	3.9 → 4.5
	BWES	-	451	13%	33%	2%	5%	1.5	5.3 → 6.8
	CHES	-	441	38%	46%	3%	7%	2.4	6.2 → 8.6
	ENDES	-	356	37%	36%	2%	3%	2.6	4.8 → 7.4
	EYES	-	488	21%	23%	2%	5%	2.0	5.1 → 7.1
	LNES	-	300	36%	41%	4%	8%	2.7	6.1 → 8.8
	NBPES	-	474	16%	33%	1%	3%	1.9	5.2 → 7.1
	AF Network								5.7 → 7.8
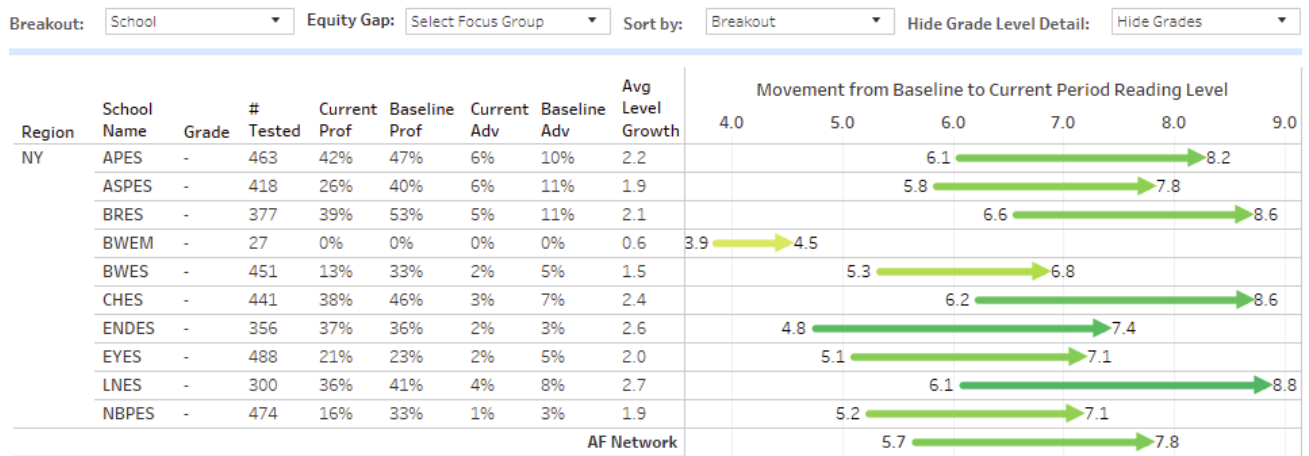
Linden experienced the greatest overall growth in reading levels, followed by Endeavor, Crown Heights, and Apollo. In terms of absolute highest average reading level at end of year we start with Linden (8.8) again, followed by Crown Heights (8.6), Brownsville (8.6), and Apollo (8.2). Note that Bushwick 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

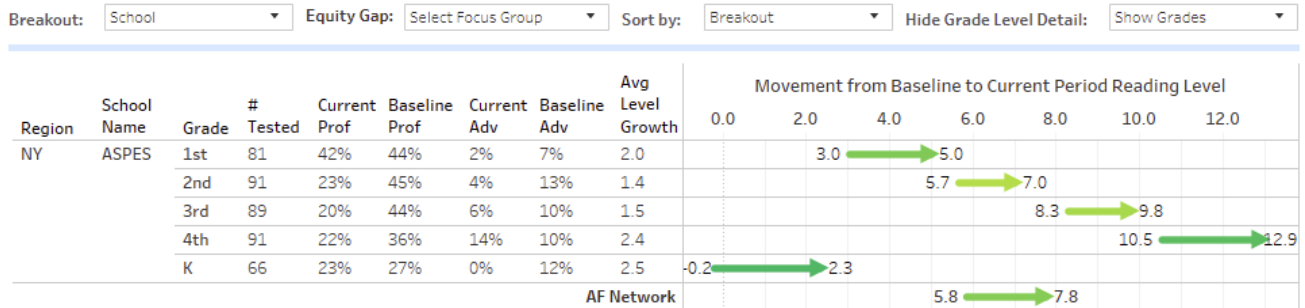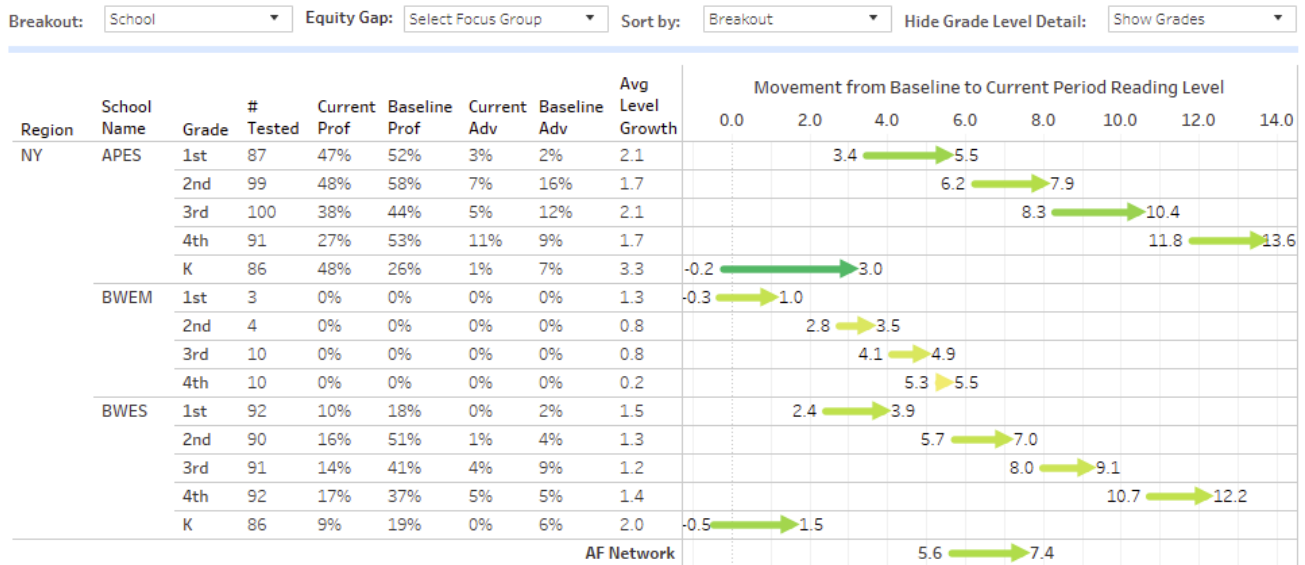**STEP 1: Avg Cycle-to-Cycle Level Difference** - *Which students are growing the most reading levels cycle-to-cycle?*
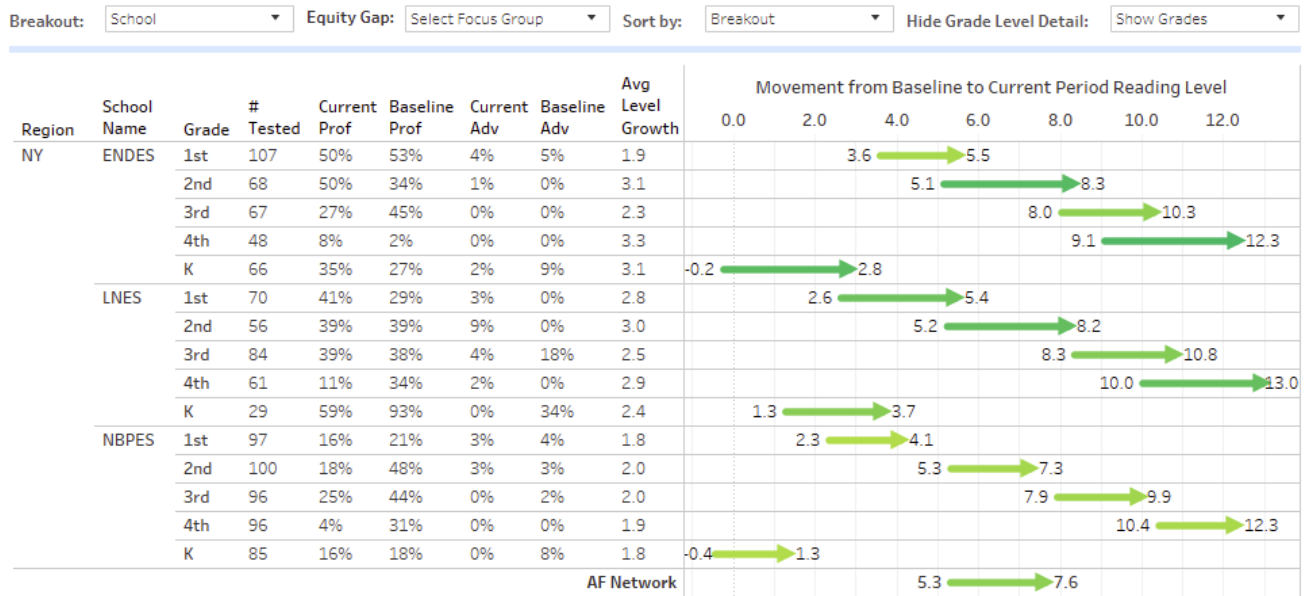
Breakout:	School	Equity Gap:	Select Focus Group	Sort by:	Breakout	Hide Grade Level Detail:	Show Grades

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level
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:	School	Equity Gap:	Select Focus Group	Sort by:	Breakout	Hide Grade Level Detail:	Show Grades

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level
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	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	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

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

| Breakout: | School ▼ | | Equity Gap: | Select Focus Group ▼ | | Sort by: | Breakout ▼ | | Hide Grade Level Detail: | Show Grades ▼ |

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level
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 exabits 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

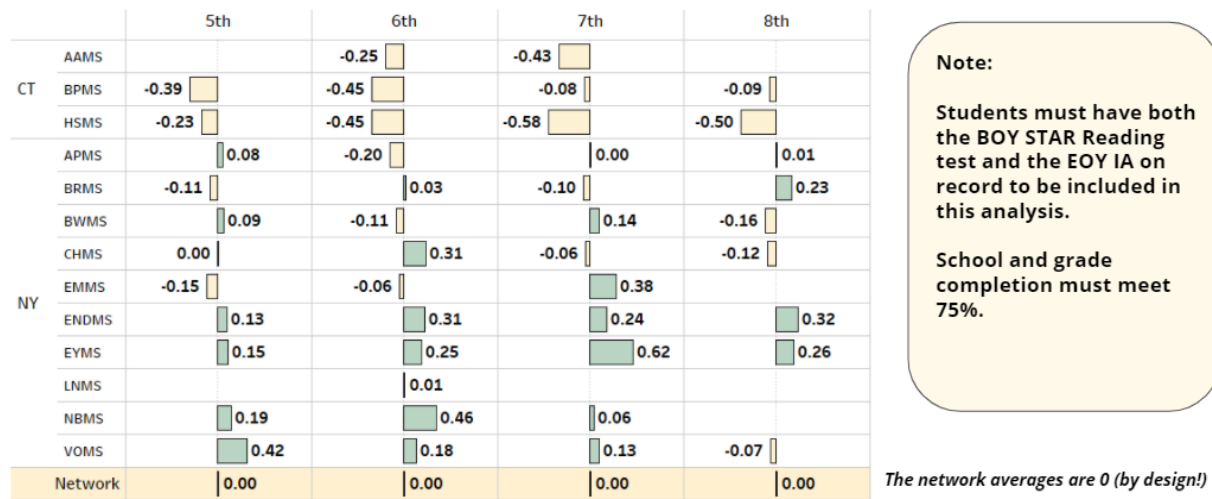| Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	Slide 51 in this deck shows relative scatter growth data on the mock exam for NY schools. **ELA NY Scatter Growth Summary (Tableau Report!)** 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 <table><tr><th></th><th></th><th>5th</th><th>6th</th><th>7th</th><th>8th</th></tr><tr><td rowspan="13">NY</td><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>EMMS</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></table>

		Slide 33 in this deck shows relative scatter growth data on the EOY exam. Pasted below

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
CT	AAMS		-0.25	-0.43	
	BPMS	-0.39	-0.45	-0.08	-0.09
	HSMS	-0.23	-0.45	-0.58	-0.50
NY	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
	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	You can find completion data for the mock exam here (slide # 39).

Bushwick MS

Bushwick Empower MS

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 here (slide # 26).

ELA NY

APMS	ARMS	BRMS	BWMS	CHMS	EMMS	ENDMS	EYMS	LNMS	NBMS	VOMS
87%	38% / 60%	87%	89%	90%	85%	97%	90%	69%	94%	100%
87%	49% / 51%	92%	83%	89%	92%	97%	98%	93%	88%	88%
96%	78%	89%	82%	98%	85%	97%	97%	32% / 63%	95%	99%
96%	40% / 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 12th graders have already met NY state graduation requirements in ELA before entering 12th grade by taking multiple ELA classes in prior years and therefore might not take an ELA class in 12th 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 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 Guided Reading Site here and our Independent Reading Site 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 50th 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 Fundations program) and using their expertise to build our teachers' skillsets.

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 Guided Reading Site here and our Independent Reading Site 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.

GOAL 2: 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
   - 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

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 40th 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%
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%
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%

School	Grade	N	%	%	%
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%
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%
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

Percent proficient by school broken out by SPED					
schoolname	sped	# of Test Takers	Percent that met their gradelevel equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cutscore cutoff
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%
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
L1	0-29
L2	30-54
L3	55-74
L4	75-100

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.

Percent Proficient 2021 for IA Math

School name	Grade level	Percent Proficient IA3	Percent Proficient EOY	Percentage Point Difference
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%
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	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 7th and 8th grade as state tests were not given during the years that Greenfield expanded to these grades. Grade Paceline Correlation 5th 0.82 6th 0.84 See Below for the 20-21 Paceline Scores for Aspire and Linden. Aspire Linden 5th: 66% Proficient 19% Proficient

		6th: 31% Proficient 13% Proficient 7th: 38% Proficient 39% Proficient 8th: 45% Proficient 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. 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.
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	

Mathematics Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE 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 50th 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 with monthly professional development in CGI, and in facilitating lower elementary students' development of their own mathematical understandings. We're also piloting CGI in 3rd and 4th grade at 4 of our Brooklyn schools this year.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	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. 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. 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. 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.
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights 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.

	East New York MS	
	Endeavor MS	
	North Brooklyn Prep MS	
	Voyager MS	

GOAL 3: 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.

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	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 here. To see our high-level scope and sequence, please see here. 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: -Daily formative assessments (e.g., exit tickets, priority investigations) -Bi-weekly quizzes -an EOY summative assessment (that also serves as formative assessment for the following SY) 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. 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.

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

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	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. Bi-Weekly Quizzes are intentionally designed to assess phenomena, scope, and cognitive complexity. • 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. • Assessments are balanced across domains, and assess a range of knowledge and application within each dimension. • Assessments require a range of analytical thinking. • Application of SEPs (science and engineering practices)

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 Endeavor MS North Brooklyn Prep MS Voyager 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). 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: - Developing and Using Models - Engaging in Argument from Evidence - Constructing Explanations - Analyzing and Interpreting Data **Remote Learning Context:** A majority of labs for science have become virtual simulations or video. That data from our biweekly quizzes is listed below.

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%
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
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 North Brooklyn Prep MS Voyager 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 **three-dimensional performance.** EOY Assessments require students to 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. 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. 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.
		That data from our EOY assessments is listed below.

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%
AF Voyager MS	215	38	17.7%

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.

EOY Science IA Proficiency by school and grade				
School name	**Grade level**	**# of Test Takers**	**Number Proficient**	**Percent Proficient**
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%
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.

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.

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	
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 4th 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 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. 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. 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. 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.
Greenfield MS	The unit assessments include the 3 dimensions Elevation of rigor Alignment of the curriculum to phenomenon driven inquiry Increased opportunity for formative data collection aligned to unit learning targets and teacher response via paceline We've also shifted paceline to include CW grades as part of the OM Integration of UDL into curricular and PD strategy Co-teaching has been integrated into the GF campuses for science in partnership with TSE

GOAL 4: ESSA

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

> **Goal 7: Absolute Measure**
>
> Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

All of the AF Brooklyn schools are in good standing in 2020-21.

ADDITIONAL EVIDENCE

All AF Brooklyn schools have historically been in good standing with ESSA.

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 3rd through 8th 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 3rd through 8th 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 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[1]	[X][2]	[#]	[X]	[Yes/No]

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[1] 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

[2] 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.

Measure 4: Each year, 75% of 3rd through 8th 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.[3]	2+ students	75%	[#]	[%]	[Yes/No]

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[4]	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		

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

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

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th 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 3rd through 8th 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 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[5]	[%][6]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* 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				

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

[6] 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.

4			
5			
6			
7			
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		