



Lamad Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Reverend Alfred Cockfield

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Frederick Underwood, Principal, 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)
Rubain Dorancy	Chair	Executive, Finance, Policy
Nicole Turner	Member	Education
Kwesi McDavid	Member	Education
Kenneth Halperin	Secretary	Executive, Finance, Policy
Ericka Keller	Vice Chair	Executive
Barbara Cockfield	Member	Executive, Education
Adrian Brijadder	Treasurer	Finance
Abenaa Frempong-Boadu	Member	Education
Gregorio Mayers	Member	Executive, Finance, Policy
Reverend Alfred Cockfield	Ex Officio Member	N/A

Reverend Alfred Cockfield has served as the school leader since August 2020.

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but *inspire* students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher-order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

In the 2020-21 school year, our first year of operation, LACS gave families the option for in-person or remote instruction, with a majority of families choosing the remote instruction option. About 20% of students attended in-person every day. All students, regardless of whether they attended in-person or remotely, were given devices and teachers utilized the platforms Google Classroom and IO Classroom.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally-developed social-emotional curriculum. In addition, teachers take frequent temperature checks of

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students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also has a full-time social worker on staff who provides support to all students experiencing social-emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21							69							69

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

BACKGROUND

LACS utilizes the Engage NY ELA curriculum, which includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year, and the modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module culminates in an end-of-module performance task that can provide information to educators on whether students in their classrooms are achieving the standards.

LACS pairs the Collections Curriculum with Engage NY ELA Curriculum to give students and teachers the ability to adapt lessons and to differentiate instruction as needed. Collections focuses on the development of students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Collections also provides a multi-faceted digital and print approach that transcends the traditional anthology and resonates with today's students.

In addition, LACS uses the Step Up to Writing program, which teaches students the essential skills to be proficient writers. Students practice explicit, systematic instruction in all aspects of writing.

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Students focus on informative/explanatory, opinion and narrative writing in depth. Within this program teachers use strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to develop research reports, across content areas especially in STEM topics.

LACS did not make any curricular changes during the 2020-2021 school year, but adjusted instructional delivery and implementation of curriculum to accommodate remote instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

RESULTS AND EVALUATION

LACS administered the i-Ready Reading Assessment to determine student academic achievement in ELA. The assessments were administered in January 2021. Since the 2020-2021 school year was LACS's first in operation, we only had one grade level, 6th grade, of students to be tested. Therefore, we did not have any students who would have been enrolled at the school for 2 years or more.

I-READY

2020-21 i-Ready Reading Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	53	43%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	100%	53	43%
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	100%	N/A	N/A]	N/A
Measure 4: Each year, 75% of 3 rd through 8 th 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%	N/A	N/A	N/A

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End of Year Growth on 2020-21 i-Ready Reading Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	43%	53
7		
8		
All	43%	53

End of Year Performance on 2020-21 i-Ready Reading 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
6	10%	31	N/A	N/A
7				
8				
All	10%	31	N/A	N/A

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The absolute goal cannot be measured as no students were enrolled for at least two years. Although we did not meet the 100% growth goal, we saw a reduction of students at risk for tier 3 from 70% to 58%.

ACTION PLAN

To address learning loss and to improve student achievement in ELA, LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher in ELA. In addition, our Reading Specialist will continue to serve a dual role of providing both direct student intervention and support to the classroom teachers.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

LACS utilizes the Engage NY Math/Eureka Math curriculum that is aligned with the New York State Next Generation Learning Standards. The Math curriculum is structured around the essential instructional shifts needed to implement standards. The essential principles are focus, coherence, fluency, deep understanding, application, and dual intensity. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. The math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. In addition, Engage NY/Eureka Math presents real world, life application relatable themes and problem solving that are integrated into math units, connecting to the school's focus on project-based learning. Rubrics that are included with the curriculum allow teachers to evaluate the quality, rigor, and alignment of their lessons.

LACS did not make any curricular changes during the 2020-2021 school year, but adjusted instructional delivery and implementation of curriculum to accommodate remote instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

RESULTS AND EVALUATION

LACS administered the i-Ready Mathematics Assessment to determine student academic achievement in math. The assessments were administered in January 2021. Since the 2020-2021 school year was LACS's first in operation, we only had one grade level, 6th grade, of students to be tested. Therefore, we did not have any students who would have been enrolled at the school for 2 years or more.

I-READY

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	60	17%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	60	17%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	100%	N/A	N/A	N/A
Measure 4: Each year, 75% of 3 rd through 8 th 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%	N/A	N/A	N/A

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	17%	60
7		
8		
All	17%	60

End of Year Performance on 2020-21 i-Ready 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
6	4%	53	N/A	N/A
7				
8				
All	4%	53	N/A	N/A

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The absolute goal cannot be measured as no students were enrolled for at least two years. Although we did not meet our 100% growth goal, we had 32% of students with improved placements.

ACTION PLAN

LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher in math. In addition, our Math Specialist will continue to serve a dual role of providing both direct student intervention and support to the classroom teachers.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

LACS implements FOSS as a foundational program in the science curriculum. FOSS is a research-based and proven inquiry-based science curriculum that provides meaningful science education for elementary and middle school students and prepares them for life in the 21st century. In addition, the FOSS program provides hands-on activities and readings in science. Students apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

LACS pairs the FOSS kits with the Science and Technology Concepts™ curriculum to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level. Science and Technology Concepts™ is an inquiry-centered science curriculum for grades K-10 developed by the Smithsonian Science Education Center. This comprehensive, research-based Next Generation Science Standards and New York Next Generation Learning Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes

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toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts.

METHOD

LACS did not administer any formal assessments in science in the 2020-21 school year. LACS used teacher-made tests to gauge student progress.

RESULTS AND EVALUATION

Since LACS did not administer any formal assessments in science in the 2020-21 school year, we have no data from the 2020-21 school year to present.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

LACS is unable to measure achievement of its science goal in the 2020-21 school year.

ACTION PLAN

LACS intends to move to block programming and implement a co-teaching model with one general education and one special education teacher.

In response to the increasing social-emotional needs that impact students' academic achievement, LACS will be adding a guidance counselor and additional staffing on the social-emotional team. Further, we will be adding social-emotional resources in our extended day program, including an SEL community-based program.

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

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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

Since the 2020-2021 school year is Lamad's first year of operation, we are in Good Standing.

ADDITIONAL EVIDENCE

The 2020-21 school year was the first year of operation for LACS. Therefore, we did have an Accountability Status in either 2018-19 or 2019-20.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	N/A
2020-21	Good Standing

