



# **Amber Charter School Kingsbridge**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Ms. Veronica Almedina** prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

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<b>Vasthi R. Acosta</b>	<b>Member, Ad hoc member of all board committees</b>
<b>Michael Stolper</b>	<b>General Counsel to the Board</b>

**Ms. Gina Mellusi has served as the school leader since 2020.**

## SCHOOL OVERVIEW

Founded in 2000, Amber's mission reads:

*Our mission - to provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.*

Amber KB served 471 students in 2020-21 in grades K-5. Our students were approximately 13% African American, 83% Latino, and 4% White/Asian/Multi-racial and other, with 83% eligible for free and reduced lunch. There were 50% male and 50% female students.

This year we had 21 classes in grades K-5. The final student body count was 457 students in June.

In literacy the curriculum was *Into Reading* from Houghton Mifflin Harcourt. In math the curriculum was *Into Math* also from Houghton Mifflin Harcourt. The science curriculum program used was [McGraw Hill Inspire Science](#) - while adding its remote learning platform. We intend to either extend its use into the middle grades, since materials are available Pre-K through Grade 12, or wholly replace it with [ScienceFusion](#), a K-8 program currently being utilized at Amber Charter School East Harlem. The social studies curriculum entitled *New York Social Studies* is published by McGraw-Hill. In addition, Amber continued to offer specialty classes in reading intervention, technology, Spanish, visual arts, music, and physical education.

Amber continued to serve the whole child by offering virtual enrichment opportunities including blocks dedicated to Social Emotional Learning [SEL] support for trauma stemming from the COVID-19. We continued to use Sanford-Harmony as our foundational SEL program. We also offered virtual book clubs, virtual lunch gatherings, and more.

Aware that all staff members suffered great loss and a work shift as well, we offered listening circles so staff could make connections with each other in intimate settings like before physical distancing mandates. We hosted "Unconferences" where staff dropped their professional selves to work on their personal selves in order to feel whole during a difficult time. As an organization, we held weekly community calls for the entire organization where we could shout out 'kudos' recognizing the hard work of individuals, share in celebrations, and ensure we were all still aligned to our mission. Community is a character trait of the Amber Way and it is what holds all stakeholders together.

As we launch our middle school this upcoming fall, 75% of our middle school students are graduates from our elementary schools. Amber students have also been accepted into preparation programs such as Prep for Prep. All our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in future endeavors".

School year 2020-21 continued where school year 2019-20 left off--deeply impacted by the global COVID-19 pandemic. The communities we serve continue to be disproportionately impacted by this crisis. As an organization, we prioritize our approach to psychosocial health, systematically gathering information from our families and staff members about their challenges and concerns and working

to meet their needs. Fostering and maintaining connections between students, with families and amongst our staff continues to be our focus.

Amber started the year 100% remote as we worked hard to best ensure the safety for our children, families and staff. Taking the many lessons learned from the prior school year, we were adamant about offering a robust virtual learning environment that captured the rigor and magic of our in-person instruction, yet capitalized on the technological advances education made over the past year.

Our remote schedule gave students at minimum four hours of live, synchronous instruction per day. Our children still took part in specials including physical education, art, music, technology and Spanish daily. Students with disabilities received mandated sessions for SETSS, occupational therapy, physical therapy and counseling virtually.

In March of 2021, a year after we closed our physical doors and opened virtual zoom rooms, we offered hybrid learning to our families. 198 of our Amber Stars or 42% of the population returned to our bi-weekly in-person model. Students were separated into pods to maximize physical distancing mandates and were COVID screened weekly to keep our community safe. For the final 9 weeks of school, we had no positive detections or pod closures. This is a direct result of our community keeping each other safe and aligned with our newest mantras, “detect and protect” and “keep the lights on and keep everyone safe”.

We were aware of the sacrifice families made while working from home and assisting their virtual learners. To support them, we held over 75 virtual family town halls in English and Spanish. Topics ranged from administering the iReady assessment to parenting in a pandemic. We adjusted as the needs of our families changed.

Amber once again offered a virtual summer program through Varsity Tutors. All families current and incoming had the option to partake in this free program to help mitigate summer learning loss. Students receive 1:1 tutoring with a Varsity Tutor professional at no cost to our families.

Despite the complex challenges our schools, communities, city, and country faced since March 2020, and continue to endure, our leaders and teachers have learned, stretched, and iterated in a variety of ways as we continue to strive to achieve our mission. We did this work daily, collaboratively, and with great intensity, throughout the year. This summer, we continue to leverage what worked and address what did not. This has made Amber all the more prepared to serve more students, more effectively, and truly achieve our mission.

## 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	Total
2016-17	83	45					<b>127</b>
2017-18	109	111	56				<b>277</b>
2018-19	110	105	99	43			<b>357</b>
2019-20	107	97	98	85	37		<b>424</b>
2020-21	80	97	94	92	73	35	471

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

#### BACKGROUND

Amber Charter Schools utilized Houghton Mifflin Harcourt's [INTO Reading](#) curriculum programs for core English language arts instruction. This program is Common Core State Standards and New York Learning Standards-aligned and received "meets expectations" ratings from EdReports.<sup>1</sup> Instructional staff members are familiar with the previous version of this program, Journeys, and teachers in grades 3 and 4 piloted the INTO programs during the 2019-20 school year. Additionally, in the spring of 2020, these piloting teachers received training and rolled out the HMH remote learning platform, [Ed: Your Friend in Learning](#), which was utilized across all grades, at both of our schools, starting in the fall of 2020. This program was used daily during remote learning and lessons were taught digitally by teachers using this digital learning platform.

To supplement our core programs, all students engage in [Ready ELA](#) computer-based lessons, which are aligned to our iReady diagnostic assessments. [Raz Kids](#), which offers tailored and targeted learning

<sup>1</sup>[EdReports INTO Reading 2020](#), [EdReports INTO Math 2020](#)

experiences, continued to be utilized. Amber Charter School Kingsbridge students are familiar with both of these platforms.

Professional development to the faculty was offered during our August Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. Particular attention was paid to the adjustment to virtual instruction and best practices surrounding the learning curve associated with virtual learning. We focused first on the role of our effective technology usage and then students and staff were equipped with the tools to take advantage of the digital curriculum. Additional digital platforms were used to support English Language Arts instruction like Google Classroom, Nearpod, and Google Slides.

### Method

iReady ELA diagnostics were administered within the first few weeks of the school year, as our urgency to assess and address student learning needs was even greater than ever before. The data collected from iReady was used to help tier students for learning grade level content and plan for targeted interventions, as the platform generates actionable reports for teachers. Student performance on these diagnostics also informed the personalized learning path for each student on iReady computer-based lessons. iReady assessments were also administered again in January and May.

Throughout the year, students were assessed at the beginning, midpoint, and end of each learning module. The schedule of these assessments varies according to grade, content area, standard and length of each module.

This year, we administered the September and January assessments remotely, over a two-week period, with teacher supervision, which involved live video monitoring on Zoom and the use of Go Guardian. For the May assessment we administered the assessment in person to those students who attended in-person learning, and remotely for those who remained remote for the school year.

All assessment data, including module assessments, is housed in Illuminate, our school and network-wide learning platform. Across all assessments, 80% indicates mastery of a standard. Teachers used data to adjust instruction, typically within their grades and classrooms, and this year within their hybrid and remote pods. Weekly data meetings with school-based data managers and staff developers provide protected, collaborative time to analyze and plan to meet students' needs.

**Measure 1:** Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.

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Our 183 students missed this measure by 32%. Considering that the school year had significant unforeseen challenges (e.g. health challenges, technical difficulties, distractions at home, etc.) we anticipated that annual typical growth would not be met but hoped to be within reach.

**Measure 2:** Each year, the school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

Students who were two or more grade levels below initially missed the typical measure by just 30%. These 30 students, however, made significant progress.

**Measure 3:** Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.

Our students with disabilities missed this target by 32%.

**Measure 4:** Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

Students who have attended Amber for 2 or more years prior to testing did not meet the goal.

2020-21 iReady ELA 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	183	68%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	30	68%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than	Students with disabilities <sup>2</sup>	73%	28	41%	No



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the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.					
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	179	28%	No

### End of Year Performance on 2020-21 iReady ELA 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	39%	84	39%	83
4	26%	69	26%	66
5	7%	30	7%	30
All	24%	183	24%	183

### End of Year Growth on 2020-21 iReady ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	49	84
4	115	69
5	0	30
All	55%	183

### Results and evaluation

We are only scratching the surface in quantifying the short-term and long-term academic impact of COVID-19. While we plan to return 100% in person, and our teachers have more experience with

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

remote learning than when the pandemic forced schools to close in Spring 2020, the collective shock we are experiencing is ongoing.

We will continue to examine students' academic progress throughout the 2021-22 school year to understand how recovery and growth unfold amid an ongoing pandemic given these results are not reflective of what we historically have produced. Thankfully, we know much more about the impact the pandemic has had on student learning than we did even a few months ago. There is work to be done to help our students get back on track.

### ADDITIONAL CONTEXT AND EVIDENCE

The measures outlined for iReady are set for typical growth and achievement in a school year. Unfortunately, we faced a school year that was anything but typical. We succeeded tremendously in establishing a testing program for a virtual school that turned hybrid in March 2021, but unfortunately did not meet the mark in English Language Arts.

Early in the school year we encountered technical difficulties and learning home environments that did not serve as a traditional testing environment. As we approached our Spring diagnostic assessment we introduced Go Guardian, which supported small group format testing, and close monitoring. Also, we were able to launch our Hybrid return which allowed 42% of our students to test in person.

Our 2020 -21 iReady results will serve as a baseline for the upcoming school year as we rally to exceed the expectations set forth. [Curriculum Associates](#) has recently published reports that reflect nationally what we have seen internally--less than typical results. Over the summer, we will leverage what worked and address what did not. We are ready to launch the year with the necessary resources, with plans to develop the skills and knowledge of our teachers, and with a framework to guide us. First and foremost, we aim to improve teaching and learning, in a manner that will afford us the flexibility to be responsive to these uncertain, changing circumstances.

Revised pacing calendars of major and additional standards and lessons will be provided to teachers for English language arts. Lesson plan requirements will shift in the upcoming school year, more intellectual preparation time for teachers will be provided and the data from the formative assessments will drive instruction.

Our staff will continue to press on as the new school year kicks off. As students return, we will continue to focus on the whole child. This will be done with care, attention, resilience, and hard work as we serve the students who have endured so much over the past year.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber did not meet the marks for the iReady ELA measures. However, 4th graders exceeded 100% of the median percent annual typical growth with 3rd grade halfway to 100%. Our 5th graders, the

smallest cohort, showed 0% growth. Based on previous NYS assessment data for the 5th grade students which showed about 70% of students proficient, this data is uncharacteristic of their past performance. While disappointed with the results overall, it is difficult to quantify student achievement using typical measures in a year that was anything but typical. We succeeded in establishing a robust virtual school, a virtual testing program, then a hybrid program for both in person and virtual instruction in March 2021, but unfortunately our students did not meet the mark in English Language Arts.

## ACTION PLAN

Amber will continue to use the updated Houghton Mifflin Harcourt literacy curriculum in the coming school year, *Into Reading and Writing*. This curriculum has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

For the past six years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student's transition to stations where the work is tailored to their small groups' needs. Children can apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

Amber will continue to use iReady as a diagnostic assessment. Testing will be conducted three times during the school year to measure student progress in all grades, K-6. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady's ability to prepare students for New York State assessment student performance.

The DRA, Developmental Reading Assessment, will continue to provide strong data for literacy student interventions. Therefore, we use this assessment to determine intervention needs for students in first, second and third grade.

The design of the school day will have students begin each morning with a predictable routine, and then a teacher-directed ELA mini-lesson, which will include the presentation of a learning standard, modeling, and a "we do." Students will then work independently or in small groups, initially focused on the ELA learning target and then transitioning to targeted ELA station learning, interventions, iReady, and IEP-mandated and ELL services.

As in years past, we will apply a Response to Intervention framework to determine student levels of academic need, based on diagnostics administered. Academic intervention staffing at both schools remains intact, including SETSS, ESL, AIS, Tutoring, and Title I reading teachers, as well as teacher assistants in grades K-2 and Great Oak Fellows / tutors in grades 3-6. We will provide additional professional development during our August Summer Institute, this approach will afford classroom teachers and interventionists more opportunities for coordination and collaboration, and an even smaller teacher/interventionist to student ratio than our typical groupings.

Amber will continue to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities, as we are legally required to do by Child Find. All enrolled students will be monitored closely by classroom teachers, certified special education, and other interventionists. Our special education coordinators at each school are charged with ensuring students are evaluated and served in alignment with all IEP mandates, and they work closely with our operations staff to determine whether newly enrolled students have been formerly identified with disabilities (through searching the NYC DOE's Automate the Schools system [ATS], following up with former schools, etc.).

Similarly, students who require English as a Second Language [ESL] services, determined by NYSITELL/NYSESLAT levels of proficiency, will receive this instruction during the ELA, math and intervention blocks while in school. Staff developers will work with a Manager of English Language Learner Services, to ensure ESL compliance, refine pacing calendars based on instructional priorities and determine learning sessions per week.

We have also supported the psychosocial-emotional needs of our students in the past, and seek to establish a more comprehensive approach that is both preventive and responsive. We are thoughtfully considering our students' and families' experiences with COVID-19 and the additional stressors arising out of the broader pandemic experiences, as well as the decreased or complete elimination of typical developmental learning and life experiences.

We expect that our youngest students, especially our new kindergarten and first grade students, will need significant training, practice, and ongoing support to become engaged learners. Especially since for many of them it will be their first experience learning in a physical setting.

As a school that outperformed schools in our district, we look forward to working with our families, students and staff to meet the i-Ready goal measures in the coming year.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

**Goal 2: Mathematics:** All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

#### BACKGROUND

[Into Math](#) from Houghton Mifflin Harcourt is the curriculum implemented at Amber Kingsbridge. This curriculum has a strong alignment to the Next Generation State Standards. This program received "meets expectations" ratings from [EdReports](#). The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and

deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners. Another important factor in using this program is its robust technology component called [\*Ed Your Friend in Learning\*](#). While students did receive hardcopies of curriculum materials, students mostly engaged with their books in a digital and interactive way.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. Particular attention was paid to the adjustment to virtual instruction and best practices surrounding the learning curve associated with virtual learning. We focused first on the effective roll-out of technology usage and then students and staff were equipped with the tools to take advantage of the digital curriculum.

Back in the 2018-19 school year, Amber Kingsbride piloted the iReady diagnostic assessment with fourth grade. In 2019-20 we launched iReady testing school wide which was conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data drove instructional practice and academic interventions. Focal points included alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady's ability to prepare students for New York State assessment student performance. Since the initial switch to remote learning in March 2020, Amber continued to use iReady online lessons. This school year we took on the task of administering the diagnostic assessments while fully remote in September and February. During our final iteration of the diagnostic in May, we were able to offer the assessment to our hybrid students in-person and continued assessing our students who were remote full-time.

In January, Amber partnered with the Great Oaks Fellows through AmeriCorps to provide additional tutors for each of our third through fifth grade classes--each class already has part-time tutors assigned in September. Our goal was to provide high-dose tutoring for as many students as possible to accelerate learning. Most classrooms benefited from having up to three adults serving students throughout the school day. These small group sessions were fully remote throughout the school year.

## METHOD

During 2020-21, Amber Kingsbride used the iReady diagnostic to assess student growth and achievement in mathematics. It was administered three times (Fall, Winter, Spring). Given, this assessment had not been developed for remote learning, it was a heavy lift to prepare our families and staff for the administration of the assessment virtually. Town halls were held for families to explain the iReady assessment, how it would be administered and how they could best support their children. We emphasized the importance of accurate data to assess student learning. Right away, we noticed that some student data was outside of what iReady labeled as typical with our youngest students considerably above the achievement norm. We suspected parental support during the assessment for students to score so high. For the second administration of the

assessment, we implemented Go Guardian and organized small groups for testing that were monitored by staff. For the final diagnostic, hybrid students took the assessment in-person--making this the first time an Amber student had taken an iReady diagnostic in a school building since March 2020. Remote learning students took the assessment virtually.

## RESULTS AND EVALUATION

The results this past school year are not reflective of the results we usually see at Amber. The pandemic and the extreme learning curve necessary for staff, students, and families, to participate in virtual and then hybrid learning deeply impacted our scores. These results will serve as a baseline for the upcoming school year as we rally to meet the expectations set forth. [Curriculum Associates](#) has recently published reports that reflect nationally what we have seen internally--less than typical results.

**Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.**

The annual typical growth for our students was just above 50% not meeting the target. There were many factors that we know contributed to this result. Students' initial baseline assessments were skewed by several external factors including assistance from families, the internet connectivity, and the fact that the testing environments for students varied. When taking these abnormal circumstances into consideration, we were not surprised, but disappointed in the results. Students' scores did fall as a result of Go Guardian implementation and tighter testing practices. This helped us see true student scores without the influence of help from family members.

**Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.**

Students who were two or more grade levels below initially missed the typical measure by just 19%. These 46 students, however, made significant progress.

**Measure 3: Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.**

Our students exceeded the growth expected by 5%. We are proud to see this subgroup meet the annual typical growth set.

**Measure 4: Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.**

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Students who have attended Amber for 2 or more years prior to testing did not meet the goal.

iREADY

2020-21 iReady 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 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	183	54%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	46	91%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>3</sup>	52%	28	57%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	179	16%	No

### End of Year Performance on 2020-21 iReady Mathematics Assessment

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	17%	84	17%	83
4	19%	69	20%	66
5	7%	30	7%	30
All	14%	183	15%	60%

### End of Year Growth on 2020-21 iReady Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	54%	84
4	61%	69
5	-8%	30
All	36%	183

### ADDITIONAL CONTEXT AND EVIDENCE

The measures outlined for iReady are set for typical growth and achievement in a school year that was anything but typical. We succeeded in establishing a testing program for a virtual school that turned hybrid, but unfortunately the students did not meet the targets in mathematics.

Early barriers to our fall testing included inflated scores due to family assistance, trouble acquiring technology and preserving a traditional testing environment in over 400 homes. In the spring, we adopted Go Guardian, a small group format for testing with vigilant proctors, and somewhat returned to normal testing for 42% of our students because they were in-person participating in our hybrid learning program [March 2021].

### SUMMARY OF MATHEMATICS GOAL



Amber fell short of its iReady math measures in the 2020-21 school year. While disappointed with the results, it is difficult to quantify student achievement using typical measures in a year that was anything but typical. The data for this school year will serve as a baseline as we push forward towards accelerating student learning in our return to the school building in 2021-2022.

## ACTION PLAN

Amber will continue its use of *Into Math*. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overview and lessons promote coherence and opportunity for both fluency and deeper understanding. The materials are comprehensive and easy to use. They provide the proper level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. In addition, response to intervention is embedded to support diverse learners.

We have dates in place for publisher recommended consultants to assist our staff with lessons learned throughout the pandemic and share new features designed to accelerate learning.

For over five years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then students transition to stations where the work is tailored to their small groups' needs. Children can apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

Amber will continue to use iReady as a diagnostic assessment. Testing will be conducted three times during the school year to measure student progress in all grades, K-6. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady's ability to prepare students for New York State assessment student performance.

Academic Intervention will continue to be provided through two SETSS teachers and After School tutoring. Part-time tutors continue to be used in the upper grades to assist with lowering teacher student ratio and provide targeted remediation. We will also continue our partnership with Great Oaks Fellows and plan to have them in-person along with our students. We will implement an intervention curriculum through our tutors and fellows to remediate any skills that need reinforcement.

Common preparation periods amongst grade teams and content areas; and focused data conversations among teachers are other methods we will use in the upcoming school year to drive student achievement.

Over the summer, we sought to leverage what worked and address what did not. We are ready to launch the year with the necessary resources, and a framework that develops the skills and knowledge of our teachers and guides the roll out of the school year. First and foremost, we aim to improve teaching and learning, both virtually and in-person, in a manner that will afford us the flexibility to be responsive in these uncertain, changing circumstances.

All students will learn English language arts, mathematics, science, and social studies grade level content on a daily basis, whether in school or remote. Specialized instruction will be offered remotely, which includes art, music, physical education, technology, and Spanish.

Revised pacing calendars of major and additional standards and lessons will be provided to teachers for English language arts. Lesson plan requirements will shift in the upcoming school year, more intellectual preparation time for teachers will be provided and the data from the formative assessments will drive instruction.

As a school that outperformed schools in our district, we look forward to working with our families, students and staff to meet the iReady goal measures.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

All students at Amber charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

### BACKGROUND

For the 2020-21 school year, Amber Charter School Kingsbridge continued to utilize the same core science curriculum program already in use - [McGraw Hill Inspire Science](#) - while adding its remote learning platform. We supplemented our science instruction with *ScienceFusion*, which is the Science curriculum used at Amber East Harlem, and used as a supplementary resource this past school year at Amber Kingsbridge. *Science Fusion* offers students the opportunity to ask and answer questions, investigate and draw conclusions through textbook reading, digital lessons, and virtual labs. Units within each book are divided into lessons which are done weekly. Supplemental science materials used are trade books and other resources identified by the teachers to enhance the units of study covered by the curriculum. The in-house staff developer provides guidance on the implementation of the science curriculum and supplemental resources.

#### **All Grades: Supplementary**

*McGraw Hill Inspire Science* classes flexibility for investigations, including a full range of interactive instructional options to engage students in small-group, lab, and whole-class settings (e.g. write-in worktext, digital lessons, hands-on or virtual labs).

This program is a blended learning solution, which provides classes flexibility for investigations as well as options for instruction, including write-in worktext, digital lessons, hands-on or virtual labs.

## METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2020. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## RESULTS AND EVALUATION

Amber Kingsbridge 4th grade students did exceptionally well on the NYS Science test with a majority scoring at the highest level. 94% of our students reached proficiency.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students			
	2019-20		2020-21	
	Charter School	District	Charter School	District
4	No Test due to COVID-19 Pandemic		94%*	*
8				
All			94%*	*

\*District Science scores have not been made public therefore a comparison is not possible.

## SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Amber Kingsbridge met its accountability goal in Science. It is impossible to know if Amber has met the comparative measure since district scores were not made public. Although, with 94% proficiency it is most likely that Amber met the comparative goal as well.

## ACTION PLAN

Amber's high scores on the NYS Science exam demonstrate that the curriculum and teaching methodologies used are effective. Yet with the new Science standards published by the State, Amber is researching a new curriculum for science to ensure our students learn these standards and are prepared for the new 5th grade science exam in the 2022-23 school year. The current curriculum program already in use - [McGraw Hill Inspire Science](#) - has proven effective. Written to meet the specific needs of New York students and teachers, McGraw-Hill Networks New York Program follows the New York Standards and the NYC Scope and Sequence. The curriculum includes hands-on interactive resources, and easy-to-use classroom management and assessment tools. Last, a digital Teacher Lesson Center that supports educators to plan instruction, customize lessons, tests, and assignments, create presentations, activate learning, assess comprehension, track results and differentiate instruction

Each classroom has:

- Digital lessons, write-in Student Edition workbooks, and hands-on labs
- Hands-on activities and virtual labs for every lesson
- Leveled Readers and Video-based Projects to reinforce and enrich important concepts.

The Amber staff developers provide guidance on the implementation of the science curriculum and supplemental resources. Going into the new school year, we revamped the pacing to strengthen our vertical alignment and better meet the needs of the 4th and upcoming 5th grade assessment based on a year of experience. Our goal is to continue to maintain the high proficiency Amber students have demonstrated in the past years.

## 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**

Amber Kingsbridge is in good standing.

**ADDITIONAL EVIDENCE**

Accountability Status by Year

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