



**New Visions
AIM Charter High School II**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Tameka Jackson, Principal, Melissa Marcus, Senior Program Officer, Charter, and Brad Gunton, Vice President, School Systems & Data Analytics, New Visions for Public Schools prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Melanie Harris	Member
Sharon Hayes	Member
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Tameka Jackson has served as the principal since August 2017.

New Visions AIM Charter High School II, formerly ROADS Charter School II, was reopened in 2017 by New Visions Charter Management Organization with students in grades 9-12.

Mission

New Visions AIM Charter High School II provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a postsecondary academic or work preparatory program.

Student Population

Located in the South Bronx, AIM II serves over-aged, under-credited youth, defined as students who are at least one grade behind their age cohort. Students who enroll are at least 15 years old, have completed 7th grade, and been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice system, the foster care system and/or child welfare system, and homeless or runaway youth. As of BEDS day 2018, 200 students were enrolled in AIM II. Of these students:

- 96% are Black or Latino
- 90% are economically disadvantaged
- 50% are students with disabilities
- 6% are English Language Learners

Key Design Elements

New Visions AIM Charter High Schools ensure the success of the students who they serve by an intentionally engineered, tightly organized and highly personalized set of academic experiences complemented by robust and integrated socioemotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements and successful planning and transition into postsecondary academic or work preparatory programs. These core elements are as follows:

- Evidence based and technology enabled administrative systems;
- Defined post-secondary pathways, including:
 - Direct partnerships with post-secondary programs
 - Post-secondary planning foundations;
 - Pathway specific post-secondary preparation;
 - Outcome tracking; and
 - Alumni support;
- Intensive and personalized academic supports, including:
 - Program assignment based on comprehensive diagnostic assessments;
 - Evidence based instructional design; and
 - Extended day academic supports;
- Flexible and personalized academic programming;
- Advisors for students, including:
 - Single point of contact with families;
 - Productive behavior management; and
 - Support for regular attendance; and
- Intensive and integrated socioemotional supports.

School Enrollment by Grade Level and School Year as of BEDS day

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2013 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

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

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30 th
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2014	32	0	32

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	20	76	96
2018-19	2013-14	2013	31	76	107

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM II and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th earn at least ten credits.

RESULTS AND EVALUATION

Forty-four percent of students in their first year at AIM II, who were enrolled as of BEDS day and remained enrolled through June 30, 2019, earned at least ten credits, therefore not meeting this measure. Although AIM II did not meet this measure, the percentage of first year students earning ten or more credits increased 8 percentage points from last year. It is also notable that there were 18 more first year students this year compared to last year.

AIM II revisited and implemented changes to a few key structures over the course of the 2018-19 school year, which resulted in modest gains in credit accumulation, Regents passing, and graduation. Building on structures laid in the 2017-18 school year, two of the system changes made, which impacted first year students included the implementation of a more comprehensive intake process and utilizing a House programming model.

AIM II's thorough intake process includes an intake welcome conversation with the student and family; intake survey to assess student barriers; intake interview to get a better understanding of the student and his/her needs; and a social emotional assessment to assess the student's overall well-being, capacity, self-motivation and resiliency. Based on the results from the social emotional assessment, intake interview, and survey process an intervention plan is developed. In addition, a list of goals is developed to identify the student's academic resiliency and/or early warning indicators. Goal-setting is at the forefront of this process and helps gauge the overall development of each student.

As a transfer school, AIM II accepts students with a limitless combination of credits earned, the majority of which have passed zero Regents exams at entry. Due to the wide ranging academic needs and varied ages at entry, AIM II is not organized around traditional grade levels. Students are placed in one of a three House system based on their credit level and Regents exam attainment at the beginning of each school year. The Base Camp, Peak, and Summit houses each have a programmatic focus, this includes coursework which culminates in the passing of two required

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents exams. For example, Base Camp where many first year students begin, focuses on algebra and living environment; deferring global history course work and sitting for the Regents exam to the following school year. By narrowing the breadth of the content sequence we hope to provide more time and opportunities for struggling students to fill content and skill gaps which often prevent them from moving forward.

Percent of Students in their First Year at AIM II Earning At least Ten Credits in 2018-19

School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2017-18	50	36%
2018-19	68	44%

ADDITIONAL EVIDENCE

The challenge of chronic absenteeism, a measure of student disengagement, has the greatest impact on an individual student's ability to earn credits. The school continues to provide support and coaching to all staff in order to build the tools and structures needed to re-engage young people into the school community as well as in their own learning. Instructional staff receive ongoing support and coaching in the areas critical to student reengagement including differentiation, content relevance, and relationship building. AIM II has also provided training to its counseling staff on student reengagement strategies beyond family outreach. The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. Including referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM II for more than one year, will earn at least eight credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM II for more than one year and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th who have been at AIM II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Forty-one percent of students who have been at AIM II for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2019 earned at least eight credits. Although AIM II fell short of meeting this measure, the percentage of returning students earning at least eight credits increased 12 percentage points from last year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

As described in the measure above, AIM II has engaged in a programming model that meets the broad academic and course needs of a diverse student population with a great deal of social emotional needs. One aspect of the House system which was enhanced over the course of the school year was the consistent planning and implementation of culture building activities centered around the three student houses. There was a deliberate focus on welcoming returning students back into a slightly new environment, where credit and Regents progress were more visible and tangible for students. The House structure also facilitated the sense of three smaller communities with common goals, within the larger community, and facilitated the differentiation of SEL supports for these different groups.

Percent of Students Who Have Been at AIM II for More Than One Year
Earning at least Eight Credits in 2018-19

School Year	Number of students who have been at AIM II more than one year	Percent earning at least eight credits
2017-18	136	29%
2018-19	94	41%

ADDITIONAL EVIDENCE

N/A

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year

METHOD

This measure serves as a leading indicator of the performance for students in their first year at AIM II. This measure requires that 80 percent of students in their first year at AIM II who were enrolled as of BEDS day be retained through June 30th of 2019.

RESULTS AND EVALUATION

Eighty-four percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2019. AIM II met this measure and exceeded it by four percentage points.

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a primary person model, where each student is assigned a counselor and an advocate counselor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%

ADDITIONAL EVIDENCE

N/A

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance for all students at AIM II. This measure requires that 70 percent of all students at AIM II who were enrolled as of BEDS day be retained through June 30th of 2019.

RESULTS AND EVALUATION

Eighty-four percent of students who were enrolled as of BEDS day were retained through June 30, 2019. AIM II met this measure and exceeded it by 14 percentage points.

As described in the measure above, the school strived to create an atmosphere that was welcoming and supportive. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%

ADDITIONAL EVIDENCE

The retention rate for school year 2018-19 increased eight percentage points from last year. The strengthening of school culture and systems of intervention, which resulted in higher student retention, was also reflected in the decrease of student suspensions from 93 in the 2017-18 school year to 53 in 2018-19.

Goal 1: Absolute Measures

Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS. In August of 2019, the 2015 cohort will have completed its fourth year.

RESULTS AND EVALUATION

Thirty-eight percent of students in the 2015 cohort scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, therefore not meeting this measure.

Though we did not meet the 65% benchmark, we improved 19 percentage points from last year. The shift in Regents preparation, closing the education gaps of our students, and implementation of the AIM House Model with targeted interventions gave students a chance to succeed and meet this measure.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams
2017-18	2014	101	19%
2018-19	2015	89	38%

ADDITIONAL EVIDENCE

This past year, AIM II more purposefully planned, scheduled, and prepared students for Regents exam options, resulting in increases in both participation and passing. Sixty-nine more students sat for Regents exams and 36 more Regents exams were passed this school year than the last. In addition, 17 students earned and utilized the CDOS credential to graduate, 13 students as a +1 option, and four SPED students being granted superintendent determination appeals.

Goal 1: Absolute Measures

Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in the high school Graduation Cohort: those who entered the 9th grade as members of the 2013 cohort and graduated six years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

RESULTS AND EVALUATION

Seventeen percent of students in AIM II's 2013 cohort, graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2013 cohort was three percentage points higher than the 2012 cohort.

The AIM House Model, which was rolled out at the start of the 2018-19 school year, contributed to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

In addition, AIM II utilized strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last year. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

- Active students had graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June.
- Active students were scheduled to earn 4 core course credits in each trimester of the school year.

Unfortunately, many students in the 2013 cohort were enrolled under the previous institution and were negatively discharged prior to the school's restructuring and reopening, thus contributing to the low six-year graduation rate.

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	102	14%
2018-19	2013	107	17%

ADDITIONAL EVIDENCE

Given that students enter AIM II at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. This school year, AIM II more than doubled the number of graduates from eleven students graduating in SY17-18 to 26 students graduating in SY18-19.

Goal 1: Absolute Measures

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2013 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1st of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

RESULTS AND EVALUATION

AIM II's 2013 cohort had a persistence rate of 21%, therefore not meeting the measure. Although the measure was not met, AIM II's 2013 cohort's persistence rate was four percentage points higher than last year's six-year cohort.

AIM II has had challenges with tracking and providing continuing supports for students that have been discharged from the school prior to the CMO transition. The two primary reasons are staff capacity to take on a significant body of work as well as staff attrition. One consequence of the CMO change has also been a turnover in the majority of the school staff between the 2016-17 and 2017-18 school years. The change in teachers and counselors unfortunately resulted in a loss of the relationships which existed between the students who attended in the past.

Over the last school year staff focused on their outreach efforts and tracking recent alumni and plan to continue providing structured engagement and postsecondary opportunities for graduates. Under the new charter management organization, the school has real time data about all students, active, graduated and discharged, from ATS, which allows the school to be proactive. This ability has resulted in a slight increase in persistence rate, because when students were identified as at-risk, an advisor reached out to provide supports, references, and hands on assistance to other educational programs.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%

ADDITIONAL EVIDENCE

The school has made progress with assisting students with other educational programs and has found that early intervention and aiding the process has led to lasting results and graduations. The school will continue to increase this practice among the counseling team.

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the graduation rate of students completing their sixth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in comparable transfer high schools.² Given that students may take Regents exams through the summer of their sixth year, results for comparable transfer high schools of the current year are generally not available at this time.

² The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

RESULTS AND EVALUATION

Seventeen percent of students in AIM II’s 2013 cohort graduated after six years compared to 51% of students in the 2012 cohort from comparable transfer high schools, therefore not meeting this measure. The six-year graduation rate for cohort 2013 from comparable transfer high schools was not available at the time of this report.

The school did not meet the measure, as it remains that many students within our school and the evaluating cohort, were negatively discharged prior to the transition from the prior network to the current. Moving forward the counseling team will be an integral part of the academic process, while utilizing the social emotional learning component embedded within the program.

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	102	14%	1,176	44%
2018-19	2013	107	17%	TBD	TBD

ADDITIONAL EVIDENCE

There was a slight increase in the six-year graduation rate, which can be attributed to our dedicated model, which assigns each student to an advisor. This model will continue next year with a new focus on academic interventions, social emotional learning and restorative practices.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2018-19, AIM II achieved two of eight measures of the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM II who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM II for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM II who were enrolled as of BEDS day will be retained through June 30 th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Absolute	Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Not Achieved

Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.	Not Achieved
Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved

ACTION PLAN

AIM II plans to continue to establish and foster a welcoming school environment and culture, characterized by rigorous classroom experiences and targeted programs for students. Our AIM is to help students champion life’s barriers and transform into productive citizens within our society. AIM II will continue to focus on meeting all measures under the high school graduation goal of our accountability plan and work towards success in the following ways:

House Model

As previously stated, the AIM House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation. During the 2019-20 school year we plan to continue refining the House programming structure, deepening the differentiation of the instructional program, and building on this incremental growth. Students in Base Camp will be enrolled in 90 minute ELA and math blocks, increasing the uninterrupted instructional time needed to provide foundational academic and social emotional skills.

Students will receive instructional preparation prior to taking all Regent exams either through scheduled coursework and/or through additional preparatory activities. Individual student schedules will reflect credit needs, academic needs, and social-emotional learning needs.

Expanded Counseling Department

AIM II has expanded the counseling department to provide social emotional supports and other services necessary to support the unique needs of students attending AIM II. Through the expansion the following steps and supports will be in place:

- Primary Person Model - AIM II has implemented and managed a primary person model
- School Culture and social emotional learning development
- Coordinate Work Based Learning & Internship Opportunities for Students & Alumni- identify a point person/define a role within the school to support student postsecondary readiness plans
- Systems to Manage and Coordinate Access to Ancillary Support Services - coordination of support partners to ensure effective management

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

METHOD

The ultimate measure of whether AIM II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II will track and report the percentage of students who graduate in the reporting year who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for AIM II’s 2012 cohort was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

School Year	Cohort	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	2012	14	TBD
2018-19	2013	26	TBD

ADDITIONAL EVIDENCE

In school year 2018-19, AIM II introduced Career & College (C&C) Lab during lunch times and afterschool to provide students with an opportunity to receive additional application support. This was in addition to individual support given throughout the day. We also encouraged non-seniors to drop-in and inquire about college, careers, and future goals.

AIM II is part of a multi-school and multiple organization initiative focused on developing targeted career pathways through partnerships with workforce development organizations in the Bronx

community.

As part of a three year project, AIM II is working with the HOPE program and The Knowledge House, both local workforce development organizations with sector-based training and placement, to build career readiness for students at AIM II in the following three phases: career awareness and exploration (self-assessments, interviewing skills, networking, career research and exploration), advanced career development (work-based learning experiences like internships, job shadowing, organization and industry site visits), and sectoral postsecondary training (coding, web design, tech support, green maintenance and construction). The School Design Team, consisting of AIM II staff and the workforce partners and JobsFirstNYC coaches, met every three weeks to build the structure for delivering career readiness, the details of implementation, and outcomes.

The 2019-2020 school year will focus on developing a structure and process of work for AIM II and the workforce partners. Working with a pilot group of students who are close to graduation (seniors), this partnership will build career readiness activities at AIM II during advisory and senior group time, establish a school structure for career exploration, and work to place students, not interested in college, into the partner sector-based training programs. As we developed the timeline for the work, the preliminary structure is: T1 is planning for the introduction of the workforce partners to students, curriculum development, senior group development, and creating a timeline for T2 and T3 work; T2 will see introduction of workforce partners, career readiness activities in partnership with AIM II staff and workforce partners; and T3 will see advanced career development activities including internships, workforce site visits, and other work-based learning experiences.

The tracking of postsecondary data by cohort year is an ongoing challenge due to the varying graduation years of our students and transient nature of our population. In order to address these challenges moving forward, advisors have been assigned to follow up with students from their caseloads bi-annually after graduation. In addition, New Visions has a dedicated Alumni Relations Manager who follows up with graduates on a consistent basis. All AIM II alumni who have provided forwarding contact information are part of a listserv that receives an alumni newsletter that includes information on scholarships, workforce readiness programs and other opportunities for engagement.

In addition, students with Individualized Education Plan (IEP) have been referred to ACCESS - VR (Adult Career and Continuing Education Services-Vocational Rehabilitation), a NYSED program which provides long term support for their postsecondary plans.

Below is additional information regarding college applications and acceptances, scholarships awarded, and vocational programs for AIM II students during school year 2018-19.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Total Applications and Acceptances

	Total Applicants	Students Accepted to at Least 1 School
CUNY	22 Students * **	22 Students * **
SUNY	10 Students **	10 Students **

*Includes 2 alumni applicants

** Includes students who applied but did not meet graduation requirements by August 2019

Applications & Acceptances for the 2018-2019 seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Clinton Community College	Alfred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Erie Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Cobleskill
Queensborough Community College	NYC College of Technology	Hudson Valley Community College	Delhi Technical College
	Queens College	Jefferson County Community College	Fashion Institute of Technology
	York College	Monroe Community College	SUNY Morrisville
		Niagara County Community College	SUNY New Paltz
		Onondaga Community College	SUNY Old Westbury
		Orange County Community College	SUNY Oswego
		Schenectady County Community College	SUNY Plattsburgh
		Sullivan County Community College	SUNY Potsdam
		Ulster Community College	SUNY Purchase College
			SUNY Stony Brook University

Bolded text denotes acceptances

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Vocational Training Programs	Specific Program/ Trade
Mosholu Montefiore Community Center	Culinary Arts Training Program
The HOPE Program	OSHA certification, Construction
Knowledge House	Technology

State Scholarships Awarded	Award Amount Per Year	Total if Renewed for 5 Years (limit)
NYS 2019 Academic Excellence Award	\$1,500	\$7,500
NYS 2019 Academic Excellence Award	\$500	\$2,500
NYS 2019 Academic Excellence Award	\$500	\$2,500

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.

METHOD

The school administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Workforce Ready Employability Assessment. This exam assesses 10 work readiness competencies aligned with the CDOS learning standards. The assessment cut score is 73%. This measure examines the percent of the Accountability Cohort that achieved at least a 73% on the exam by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Twenty-eight percent of students in AIM II's 2013 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II's 2013 cohort demonstrating proficiency of CDOS learning standards was 16 percentage points higher than the 2012 cohort. It is also notable that the 2013 cohort was larger than the 2012 cohort.

During the infancy stages of implementing this career readiness assessment, the focus was on tailoring the training and necessary skills for students in Summit to be proficient. This upcoming year, the focus will expand to Peak and Base Camp students.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%

ADDITIONAL EVIDENCE

This year, more than double the percentage of students in cohort 2013 demonstrated proficiency of CDOS learning standards as compared to cohort 2012. In addition, cohort 2014 and 2015 already have 30% and 42% of students demonstrating proficiency of CDOS learning standards, respectively.

Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.

METHOD

The school will maintain a career readiness portfolio which will include a career plan, skills employability profile, resume, and other artifacts which reflect career readiness milestones.

Developing a career readiness portfolio should commence when a student first arrives at AIM II; this encourages self-reflection through the years as they review past goals and modify future goals as needed.

RESULTS AND EVALUATION

Thirty percent of students planned to graduate in school year 2018-19 completed a career readiness portfolio, therefore not meeting this measure.

Career readiness portfolios were worked on and assembled for seniors who were eligible for Superintendent Graduation Appeals. While most seniors participated in senior meetings, and submitted artifacts, information was not placed into a physical portfolio. More so, while career/postsecondary conversations occurred, students were unable to reflect on goals shared prior to this past school year. AIM II can improve on this by having all students complete career and interests profiles from their first semester, and inviting students to reflect upon and update their career readiness portfolio (with new artifacts, career assessments/career plans, employability profiles etc.) at the end of every year. Career readiness portfolios should travel with students through their Base, Peak, and Summit Camp years.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	30	30%

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort to that of the respective cohort of students in comparable transfer high school. The postsecondary enrollment rate by six months after high school shows the percentage of students who graduated and enrolled in a two or four-year college, vocational program, or public service within six months of their transfer school graduation deadline. Due to the nature of this metric data will be lagged by one year. Data for this measure is provided by the NYC DOE School Quality Snapshot.

RESULTS AND EVALUATION

AIM I’s postsecondary enrollment rate for cohort 2012 six months after high school graduation was 8%. Cohort 2012 students from comparable transfer high schools had a postsecondary enrollment rate of 21%, therefore AIM I did not meet this measure.

Postsecondary Enrollment Rate Six Months After High School Graduation

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Enrollment Rate	Number in Cohort	Enrollment Rate
2017-18	2012	96	8%	624	21%
2018-19	2013	107	TBD	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE POSTSECONDARY OUTCOME GOAL

In school year 2018-19, AIM II did not achieve any of the four measures of the postsecondary outcome goal. Data for one measure was not available at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.	TBD
Absolute	Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.	Not Achieved
Comparative	Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved

ACTION PLAN

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her coach. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. In addition to the coach, the guidance counselors, and future focus counselor work with students on their postsecondary plans. Seniors also participate in “Senior Meetings” where they are able to support each other through the sharing of plans, challenges, and expectations.

The postsecondary team at AIM II has partnered with the community workforce development organizations The Hope Program and Knowledge House as a part of their participation in the JFNY/NV Transfer to Career pilot. The organizations are collaboratively building out a Career Readiness Pathway which begins with Career Awareness and Exploration while in high school and bridges into sectoral training and ultimately employment. Students will be offered and engage in a continuum of work-based learning activities which prepare them for the world of work.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

Career Development and Occupational Studies Credential (CDOS):

AIM II will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) classes, AIM II students can better prepare for life after high school. These experiences may help shape students’ future careers and interests

and are often a key part of a high-quality academic program. All AIM II students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success.

Advisory

The school has established advisories to support youth while in school and after leaving AIM II, including work, postsecondary education and program options. Students will be exposed to on-the-job training programs and other related resources, including JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

AIM II also engaged students in college and career exploration in this past school year in the ways listed below, and plans to continue to for school year 2019-20s:

- Monthly postsecondary exploration trips including visits to West Point, Bronx Community College and Life Link a college bridge program; Long Island University, Howard University, Baruch College, and other local college fairs.
- Monthly speakers from CUNY, SUNY and other organization to speak to seniors about the programs offered at their campuses and locations.
- Seniors participate in monthly postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- “Senior Labs” held weekly provided all students an opportunity to explore postsecondary pathways during lunch or afterschool.
- Ongoing preparation and administration of the LifeskillsUSA employability assessment.
- Participation in Javits Center’s Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion.
- Exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: English Language Arts

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

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10, and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

In school year 2018-19, AIM II worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the ELA curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on the

Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core)³ or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Sixty-six percent of students in AIM II's 2013 cohort scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core). AIM II met this measure and exceeded it by 16 percentage points.

Though we exceeded the 50% benchmark, we did see a decrease from the previous cohort. It is notable that the 2013 cohort is nearly double the size of the previous cohort.

This past school year the ELA department met on a regular basis with a New Visions Instructional Specialist (IS). The IS supported the department in reviewing student work and creating action steps to target specific student needs. In addition, most ELA classes were co-taught, which allowed for more differentiation.

Further, AIM II was able to meet this measure by providing Regents preparation supports for all students. Prior to each Regents administration, students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school continued to utilize an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions.

AIM II also utilizes a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were at-risk.

³ Students in the 2012 and 2013 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁴

School Year	Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	82%
2018-19	2013	32	66%

ADDITIONAL EVIDENCE

Although the sixth year cohort ELA Regents passage rate decreased since last year, the overall ELA Regents passage rate for all students tested in school year 2018-19 increased, as seen in the table below. In school year 2017-18, 29% of the 34 students who sat for the ELA Regents passed. In comparison, of the 62 students who sat for the ELA Regents in school year 2018-19, 48% passed.

AIM II Regents	SY 17-18 Jan / June Regents			SY 18-19 Jan / June Regents			Change between SY 17-18 and SY 18-19		
	Sit #	Pass #	Pass %	Sit #	Pass #	Pass %	Sit Change	Pass Change	% change
CC ELA Regents	34	10	29%	62	27	44%	28	17	14%

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or careers. In the coming year, we will be implementing a 90-minute block period of ELA for Base Camp students, the collaboration between counselors and instructors will serve as an additional SEL support for students in the classroom setting. The added instructional time will allow for the inclusion of literacy skill building and a more responsive classroom.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	32	66%
2014	54	46%	40	48%
2015	43	14%	60	35%
2016	26	4%	63	11%
2017	18	11%	24	0%
2018			19	0%

⁴ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁵ To achieve this measure, all tested students in the fourth year Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 English language arts MIP for all students of 43.6.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a ELA Performance Index of 34.8, therefore not meeting the school’s 2018-19 ELA Measure of Interim Progress of 43.6. Although this measure was not achieved, the 2015 cohort’s ELA PI was 14 points higher than the 2014 cohort’s performance index of 20.8.

Regents resources include tools and curricular materials to support teachers in making instructional decisions based on Regents and network-wide data. The use of this data was helpful, but in order to meet the measure, teachers need more support in the continued use of different data points, such as Lexile levels and formative assessments in order to improve instruction.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
56	73.2%	19.6%	5.4%	1.8%

$$\begin{aligned}
 \text{PI} &= 19.6 + 5.4 + 1.8 = 26.8 \\
 &+ 5.4 + 1.8 = 7.1 \\
 &+ (.5)*1.8 = .89 \\
 \text{PI} &= 34.8
 \end{aligned}$$

⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer high schools is not yet available.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had an ELA Performance Index of 34.8 compared to comparable transfer high schools’ 2014 cohort’s ELA Performance Index of 64.9, therefore not meeting the measure. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

English Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	20.8	53	64.9	767
2018-19	2015	34.8	56	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.⁶

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Forty-five percent of students, who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment. AIM II fell short of meeting this measure by 15 percentage points.

All students at AIM II are assessed via Performance Series, a web-based reading screener used to produce broad information about student reading skills. Students sit for the Performance Series in August/September or as soon as they are enrolled at AIM II, and they're assessed in April/May in order to measure growth. This Lexile data is available immediately upon completion of the Performance Series; New Visions gathers and organizes the data so schools in the network can turnkey Lexile information to staff, students, and parents and use the data to inform instructional practices and to determine the students who require further testing.

Performance Series provides a Lexile level in English, and students are sorted into Tier 1, Tier 2, or Tier 3 based on this information:

- Tier 1: >1000L
- Tier 2: 781-999L
- Tier 3: <780L

During the fall of 2018-19, 91% of students, who were enrolled during the fall and spring testing window, sat for the Performance Series assessment. Based on the data, students fell within the following bands:

- 25% - Tier 1
- 39% - Tier 2
- 36% - Tier 3

Unfortunately, only 48% of students, who were enrolled during both testing windows, sat for the Performance Series assessment in the spring. This directly correlated with decline in attendance at this time. Given the low participation rate during the spring assessment administration, our ability

⁶ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set higher gain expectations for students who start off with a lower entering Lexile.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	144	32	53%
2018-19	165	75	45%

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.⁷

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Twenty-nine percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore not meeting this measure. Although this measure was not met, a higher percentage of students met or exceeded their expected Lexile growth than last school year.

The focus this year was on a smaller group of students with higher attendance and were consistent with the program. Next year, the program will expand to focus on Base Camp students.

Percent of Students Programmed for Reading Intervention
Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	46	16	19%
2018-19	36	14	29%

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM II’s cohort 2013’s ELA passage rate of 66% falls short of exceeding cohort 2012’s ELA passage rate of 82%, therefore not meeting this measure.

Factors that may have contributed to the decrease in ELA Regents passage for the sixth year cohort include the scheduled time of an ELA section as well as staffing. One 11/12 ELA section was scheduled for first period, which saw a decline in attendance and the ELA team consisted of three new teachers.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	ELA Passage	Number in Cohort	ELA Passage
17	82%	32	66%

ADDITIONAL EVIDENCE

As mentioned previously, although there was a decrease in sixth year cohort ELA Regents passage rate from the 2012 cohort to the 2013 cohort, the overall ELA Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, 29% of the 34 students who sat for the ELA Regents passed. In comparison, of the 62 students who sat for the ELA Regents in school year 2018-19, 48% passed.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2018-19, AIM II achieved one of six measures of the high school English language arts goal.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	Not Achieved
Comparative	Each year, the Performance Index ("PI") in English Language Arts of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	Not Achieved
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.	Not Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least a 55 using the safety net option for eligible students. After reaching 50% proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

AIM II is committed to meeting all measures in the English language arts goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing school wide data-informed decision making. AIM II's instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize the potential. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a

Lexile level. Lexile levels will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. We will look at overall attendance, credit needs, and data on their ability to decode to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

As mentioned previously, for school year 2019-20, Base Camp students will be enrolled in a 90 minute ELA block increasing uninterrupted instructional time needed to provide foundational academic and social emotional skills and maximize their opportunity to bridge the knowledge gap.

GOAL 4: MATHEMATICS

GOAL 4: Mathematics

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions mathematics curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

In school year 2018-19, AIM II worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the math curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialists supported school instructional leaders in coaching teachers around these routines.

AIM II also provided a bridge to the algebra I sequence by offering a pre-algebra course, that enabled students to master pre-algebraic concepts. This class was in addition to math lab, and was specifically for Base Camp students and those that had not fulfilled the algebra I sequence due to low performance and lack of mastery. This course was bridged with the New Visions math curriculum and the transitions to algebra curriculum. New Visions developed a scope and sequence that AIM II could use to ensure students would not be off-track for graduation. The math lab and transitions to algebra course, while appearing to slow down course progression, was intentionally designed by the school and New Visions network to bridge learning gaps for opportunity youth and students with significant learning disparities.

To foster professional development, Math pedagogues were trained on all math curriculum and learning software. Additionally, leaders and teachers attended numerous professional development sessions provided by New Visions. The professional development was then turn-keyed at the school. In addition, a math tutor was hired to support our most at-risk students.

Finally AIM II offered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to conduct data analyses in order to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during State Exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them to prepare for the next rendition

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Seventy-two percent of students in AIM II's 2013 cohort scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. AIM II met this measure and exceeded it by 22 percentage points. Though we exceeded the 50% benchmark, we did see a decrease from the previous cohort.

As previously mentioned, Base Camp students and students who had not fulfilled the algebra I sequence, due to low performance and lack of mastery, were programmed for a pre-algebra course, transition to algebra, to provide an opportunity to master pre-algebraic concepts. In addition, IXL Math, a personalized online learning program, was utilized in all math classes to incorporate differentiated skill building.

AIM II also provided Regents preparation supports for all students. Prior to each Regents administration, students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions. Also, there was a dedicated tutoring session held after school.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition, AIM II continued to utilize a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were at-risk.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁷

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score at Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	82%
2018-19	2013	32	72%

ADDITIONAL EVIDENCE

Although the sixth year cohort math Regents passage rate decreased since last year, the overall Algebra I (Common Core) Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, only 3% of the 33 students who sat for the Algebra I (Common Core) Regents exam passed. In comparison, of the 76 students who sat for the Algebra I (Common Core) Regents exam in school year 2018-19, 22% passed.

AIM II Regents	SY 17-18 Jan / June Regents			SY 18-19 Jan / June Regents			Change between SY 17-18 and SY 18-19		
	Sit #	Pass #	Pass %	Sit #	Pass #	Pass %	Sit Change	Pass Change	% change
CC Algebra Regents	33	1	3%	76	17	22%	43	16	19%

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or careers. In the coming year, Base Camp students will be enrolled in a 90-minute math block. This programming structure will provide additional instructional time for math and the collaboration between counselors and instructors in the classroom will serve as an additional SEL support.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	32	72%
2014	36	36%	40	48%
2015	33	33%	60	57%
2016	41	7%	63	24%
2017	8	0%	24	8%
2018			19	5%

⁷ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 mathematics MIP for all students of 33.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a math Performance Index of 23.2, therefore not meeting the school’s 2018-19 math Measure of Interim Progress of 33.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
56	73.21%	23.2%	0%	0%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 23.2 & + & 0 & + & 0 & = & 23.2 \\
 & & & & 0 & + & 0 & = & 0 \\
 & & & & & + & (.5)*0 & = & 0 \\
 & & & & & & \text{PI} & = & 23.2
 \end{array}$$

ADDITIONAL EVIDENCE

Although this measure was not achieved, the 2015 cohort’s ELA PI was 13.8 points higher than the 2014 cohort’s performance index of 9.4.

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer schools is not yet available.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a math Performance Index of 23.2 compared to comparable transfer high schools’ 2014 cohort’s math Performance Index of 41.1, therefore not meeting the measure. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

Mathematics Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	9.4	53	41.1	767
2018-19	2015	23.2	56	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.⁹

⁹ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Fifty-two percent of students, who were enrolled and tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. AIM II fell short of meeting this measure by eight percentage points.

Star Math serves as the school’s universal screener and diagnostic assessment. All students take the Star Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores are used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

During fall 2018, 91% of students, who were enrolled during the fall and spring testing window, sat for the STAR Math assessment. Unfortunately, only 39% of students, who were enrolled during both testing windows, sat for the STAR Math assessment in the spring.

Similar to the literacy growth metric, given the low participation rate during the spring assessment administration, our ability to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	165	65	52%

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.¹⁰

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

RESULTS AND EVALUATION

Twenty-five percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore not meeting this measure.

Students who scored low on STAR Math were programed in a section of transitions to algebra. The school also purchased IXL, a math program that allows students to work on basic skills. Teachers infused this into their regular lessons.

Percent of Students Programmed from Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	15	4	25%

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

¹⁰ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM II’s cohort 2013’s math passage rate of 72% falls short of exceeding cohort 2012’s math passage rate of 82%, therefore not meeting this measure.

Based on diagnostic assessment results, there were many cohort 2013 students whose math skills were below grade level. As previously stated, in response, students who scored low and needed math credits were placed in a .5 credit transitions to algebra class to prepare them for algebra.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	Math Passage	Number in Cohort	Math Passage
17	82%	32	72%

ADDITIONAL EVIDENCE

As mentioned previously, although the sixth year cohort math Regents passage rate decreased since last year, the overall Algebra I (Common Core) Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, only 3% of the 33 students who sat for the Algebra I (Common Core) Regents exam passed. In comparison, of the 76 students who sat for the Algebra I (Common Core) Regents exam in school year 2018-19, 22% passed.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2018-19, AIM II achieved one of six measures of the high school mathematics goal.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 55 using the safety net option for eligible students, on the Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Measure of Interim Progress (“MIP”) set forth in the school’s ESSA accountability system.	Not Achieved
Comparative	Each year, the Performance Index (“PI”) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	Not Achieved
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	Not Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at Performance Level 3, or scored at least a 55 using the safety net option for eligible students, on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

AIM II is committed to meeting all of the measures for the high school mathematics goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing school-wide data-informed decision making. AIM II’s instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

Star Math will continue to serve as the school’s universal screener and diagnostic assessment. All students will take the Star Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

Renaissance Accelerated Math will be implemented within the core classes and math lab, which will help remediate and accelerate learning. The program will help teachers accelerate student learning and increase motivation by providing immediate, individualized feedback on student academic

tasks and classroom achievement. Based on the data collected we will continue to identify struggling students and determine if they will benefit from a math intervention course. We will look at overall attendance, credit needs, and data to appropriately match students to the program. Further, scaled scores will be used by classroom teachers to appropriately match students to rigorous work and monitor their growth to determine if they are making progress towards college readiness math levels.

In addition, for school year 2019-20, students in Base Camp will now be enrolled in a 90-minute math block, increasing the uninterrupted instructional time needed to provide foundational academic and social emotional skills.

GOAL 5: SCIENCE

GOAL 5: Science

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass, or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their sixth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their sixth year to pass a science exam.

RESULTS AND EVALUATION

Sixty-three percent of students in AIM II’s 2013 cohort scored at least 65 on a Regents science exam or scored at least 55 using the safety net option for eligible students. AIM II met and exceeded this measure and improved ten percentage points from last year.

A consistent science team played an integral part in achieving this measure, as well as recurring professional development internally and at New Visions. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. Lab hours were also integrated during the school day and provided additional supports for students around Regents content. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during Regents prep sessions.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹¹

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for Safety Net Eligible Students
2017-18	2012	17	53%
2018-19	2013	32	63%

ADDITIONAL EVIDENCE

As seen in the table below, cohort 2014 has already met this measure and exceeded the previous cohort’s performance, with 58% of students passing a science Regents, prior to entering their sixth year.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	64%	32	63%
2014	36	39%	40	58%
2015	33	27%	60	37%
2016	41	10%	63	19%
2017	8	13%	24	13%
2018			19	0%

¹¹ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available comparable transfer high school results.

RESULTS AND EVALUATION

Twenty percent of students in AIM II’s 2015 cohort scored at least 65 on a Regents science exam, compared to comparable transfer high school’s 2014’s science pass rate of 37%, therefore not meeting this measure. School data for the 2015 cohort for comparable transfer high schools was not available for comparison at the time of this report.

It should be noted; this measure compares fourth year Total Cohort performance rather than sixth year Total Cohort performance. Given that both AIM II and the comparable transfer high schools serve overage and under credited students it would be logical to compare sixth year performance data, however only fourth year performance data is publically available.

Science Regents Passing Rate
of the Fourth Year Total Cohort by Charter School and Comparable Transfer High Schools

School year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	7%	97	37%	767
2018-19	2015	20%	89	TBD	TBD

ADDITIONAL EVIDENCE

Although this measure was not met, the percent of fourth year students passing a science Regents at 65 or higher increased 12 percentage points from cohort 2014 to cohort 2015.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions social studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass one of these Regents exams with a score of at least 65 or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass one exam by the completion of their sixth year in the cohort. Students may have

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

taken the exams multiple times and have until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

Forty-seven percent of students in AIM II's 2013 cohort scored at least 65 on a Regents social studies exam or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure.

This past year, AIM II provided Regents preparation supports for all students. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions. To respond to this, the social studies Regents exam will be put off until the student entered Peak Camp, to allow focus on two other exams at first and also give time for them to work on literacy skills needed to pass the social studies exam.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students
By Sixth Year Accountability Cohort¹²

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for safety net eligible students
2017-18	2012	17	82%
2018-19	2013	32	47%

ADDITIONAL EVIDENCE

As seen in the table below, cohort 2014 has already met this measure, with 56% of students passing a social studies Regents, prior to entering their sixth year.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students
by Cohort and Year

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	25	48%	32	47%
2014	36	44%	40	45%
2015	33	21%	60	37%
2016	41	2%	63	6%
2017	8	0%	24	0%
2018			19	0%

¹² Based on the highest score for each student on a science Regents exam

Goal 6: Comparative Measure

Each year, the percent to students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer schools.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the school presents the most recently available comparable transfer high school results.

RESULTS AND EVALUATION

Nineteen percent of students in AIM II’s 2015 cohort scored at least 65 on a Regents social studies exam, compared to comparable transfer high school’s 2014’s science pass rate of 23%, therefore not meeting this measure. School data for the 2015 cohort was not available for comparison at the time of this report.

Social Studies Regents Passing Rate of the Fourth Year Total Cohort by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	N/A	N/A	23%	767
2018-19	2015	19%	89	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

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

AIM II’s ESSA accountability status for 2018-19 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

AIM II was preliminarily identified as CSI because cohort 2013’s four-year graduation rate was below 67%. The school participated in the Transfer High School Automatic Appeals Processes and appealed its preliminary designation, but the designation remained. AIM II submitted a Plan for Improving Outcomes for Youth Placed At Risk to NYSED last winter, a requirement for schools to participate in the Transfer High School Automatic appeals process.

It should be noted that the ESSA accountability system evaluates fourth year cohort outcomes, which does not align to our school’s model of serving overage and under credited students.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	CSI

ADDITIONAL EVIDENCE

N/A