

Achievement First Brooklyn K-12 Charters

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2024

By: Min Kwon

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Romy Coquillette	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Facilities
Jonathan Atkeson	Trustee/Member	Finance
Amy Arthur Samuels	Trustee/Member	Academic, Executive
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Vice Chair	Executive
Josh Vidro	Trustee/Member	N/A
Akeem Frett	Secretary	Executive
Christopher J. Lynch	Treasurer	Executive, Finance, Facilities
David Pollack	Trustee/Member	Finance
Brandon Sorlie	Trustee/Member	Academic

School Leaders

Charter	Principal
Aspire	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the interim middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
Brownsville	Ana Samper has served as the elementary school principal since 2021. Liz Hartnett has served as the middle school principal since 2024. Thomas Ng has served as the high school principal since 2023.
Crown Heights	Mallory Bodhuin has served as the elementary school principal since 2023. Victoria Pierre has served as the middle school principal since 2020. Damen Scott has served as the high school principal since 2022.
East New York	Meryl Senter has served as the elementary school principal since 2020 Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020

SCHOOL OVERVIEW

Achievement First Public Charter Schools prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Brownsville opened in 2008, followed by Aspire in 2013.

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

- An Unwavering Focus on Breakthrough Student Achievement
- Use of a Consistent, High-Quality, Standards-Aligned Curriculum
- Strategic Use of Assessments to Monitor and Address Student Performance
- Principals have the Power to Lead their School to Execute their Vision
- Principals Provide Increased Supervision Over the Quality of Instruction
- Aggressive Recruitment and Development of Talent
- Disciplined, Achievement-Oriented School Culture
- Rigorous, High-Quality, Focused Training for Principals and Leaders
- Valuing Families as Partners

In the 2023-24 school year, AF implemented a large-scale adoption of externally developed high-quality instructional materials in ELA, math, and science in middle school and in ELA in Elementary School. We have also adopted curricula in our high school English and math courses and have begun piloting adoption in science as well. These curricular materials were chosen after a thorough review of EdReports data, teacher and school leader input, as well as alignment to our value of Leading for Racial Equity and ensuring we would be able to leverage materials in ways that are culturally responsive and empowering. We are continuing to use our middle school history curriculum which is a standards-based program designed internally and with the collaboration of experts in the field. We are considering adoption of externally created high-quality instructional materials in elementary school math and science over the next several years. At present, we are continuing to use our current curricula while piloting Context for Learning Mathematics and PhD Science programs as potential options. This shift will continue to provide the strong foundation for instruction that is characteristic of AF and expected by teachers and leaders, while allowing us to prioritize supporting implementation and responding to student learning data gathered from instruction and assessment.

ENROLLMENT SUMMARY

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

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School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2021-22	51	58	87	86	84	90	87	99	100	98				840
	2022-23	57	60	56	76	72	93	85	77	90	102				768
	2023-24	49	49	65	51	67	71	83	73	76	105	125			814
Brownsville	2021-22	50	78	67	62	88	90	87	85	91	97	104	100	99	1098
	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
	2023-24	53	44	74	74	65	71	95	88	91		1	67	68	791
Crown Heights	2021-22	79	73	79	93	87	102	91	92	78	161	151	104	102	1292
	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
	2023-24	49	51	78	66	85	92	89	92	88	189	189	153	127	1348
East New York	2021-22	79	84	96	87	96	65	62	62	60	112	125	105	102	1135
	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118
	2023-24	80	78	86	84	86	59	72	62	63	119	107	105	108	1109

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
Brownsville	2021-22	2018-19	2018	93	3	90

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	2022-23	2019-20	2019	86	1	85
	2023-24	2020-21	2020	70	2	68
Crown Heights	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	101	1	100
	2023-24	2020-21	2020	130	0	130
East New York	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	106	1	105

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 school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. 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 but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
Brownsville	2021-22	2018-19	2018	90	3	93
	2022-23	2019-20	2019	85	3	88
	2023-24	2020-21	2020	68	4	72
Crown Heights	2021-22	2018-19	2018	95	1	96
	2022-23	2019-20	2019	100	0	100
	2023-24	2020-21	2020	130	1	131
East New York	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	105	1	106

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Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2021-22	2017-18	2017	N/A	N/A	N/A
	2022-23	2018-19	2018	N/A	N/A	N/A
	2023-24	2019-20	2019	N/A	N/A	N/A
Brownsville	2021-22	2017-18	2017	64	2	66
	2022-23	2018-19	2018	90	3	93
	2023-24	2019-20	2019	82	6	88
Crown Heights	2021-22	2017-18	2017	100	3	103
	2022-23	2018-19	2018	95	0	95
	2023-24	2019-20	2019	99	1	100
East New York	2021-22	2017-18	2017	89	0	89
	2022-23	2018-19	2018	100	0	100
	2023-24	2019-20	2019	109	0	109

PROMOTION POLICY

AF has moved to a credit accumulation model in which there are no longer any dragging credit requirements that impact scholars moving to the next grade. Instead of using the language of retention, students will now be deemed “credit deficient” if they are not on track to graduate in 4 years. Students keep all credits for courses they passed.

Grade progression and graduation will depend on credits accumulated. This was modeled after the NYC DOE HS policies for credit standing.

GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

	Cohort Designation	Number in Cohort during 2023-24	Percent promoted
Aspire	2022	107	95.3%

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	2023	84	96.4%
Brownsville	2022	1	100%
	2023	N/A	N/A
Crown Heights	2022	162	90.1%
	2023	164	78.0%
East New York	2022	108	90.7%
	2023	115	90.4%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2020	2021-22	N/A	N/A
	2021	2022-23	N/A	N/A
	2022	2023-24	107	52.3%
Brownsville	2020	2021-22	72	76.4%
	2021	2022-23	60	65.0%
	2022	2023-24	1	0%
Crown Heights	2020	2021-22	131	75.6%
	2021	2022-23	147	50.0%
	2022	2023-24	162	47.5%
East New York	2020	2021-22	106	66.0%
	2021	2022-23	107	44.0%
	2022	2023-24	108	75.9%

Graduation Goal Measures 3 & 4 - Absolute

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

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
Brownsville	2018	2021-22	93	88	94.6%
	2019	2022-23	88	82	93.2%
	2020	2023-24	72	66	91.7%
Crown Heights	2018	2021-22	96	95	99.0%
	2019	2022-23	100	96	96.0%
	2020	2023-24	131	121	92.4%
East New York	2018	2021-22	100	99	99.0%
	2019	2022-23	109	104	95.4%
	2020	2023-24	106	99	93.4%

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

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2017	2021-22	N/A	N/A	N/A
	2018	2022-23	N/A	N/A	N/A
	2019	2023-24	N/A	N/A	N/A
Brownsville	2017	2021-22	66	64	97.0%
	2018	2022-23	93	89	95.7%
	2019	2023-24	88	82	93.2%
Crown Heights	2017	2021-22	103	100	97.1%
	2018	2022-23	95	95	100%
	2019	2023-24	100	99	99.0%
East New York	2017	2021-22	89	89	100%
	2018	2022-23	100	100	100%
	2019	2023-24	109	109	100%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who

¹ These data reflect August graduation rates.

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Graduate in Four Years Compared to the District²

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2018	2021-22	N/A	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A	N/A
Brownsville (District 23)	2018	2021-22	93	88	94.6%	402	63.0%
	2019	2022-23	88	82	93.2%	456	57.0%
	2020	2023-24	72	66	91.7%	456	57.0%
Crown Heights (District 17)	2018	2021-22	96	95	99.0%	1,767	82.0%
	2019	2022-23	100	96	96.0%	1,832	81.0%
	2020	2023-24	131	121	92.4%	1,832	81.0%
East New York (District 19)	2018	2021-22	100	99	99.0%	1,294	84.0%
	2019	2022-23	109	104	95.4%	1,360	85.0%
	2020	2023-24	106	99	93.4%	1,360	85.0%

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

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

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22		
2019	2022-23		
2020	2023-24		

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Aspire: N/A Brownsville: NO Crown Heights: YES East New York: YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

EVALUATION OF THE GRADUATION GOAL

All AF Brooklyn high schools met 3/5 of the applicable measures of the high school graduation goal and all but one AF Brooklyn charter met 4/5 of the applicable measures.

For **Graduation Goal Measure 1** all Achievement First NY Charters met this measure for the 2023-2024 school year. Over 75% of students in first and second year cohorts earned the number of credits required to be promoted. Six out of seven cohorts exceeded the 75% goal by at least 15 percent and two out of seven cohorts exceeded the 75% goal by 15%.

Graduation Goal 2 was not met. Not all cohorts had at least 75% of students in their second year score at least proficient on three different Regents exams.

Three out of ten cohorts met the goal of 75% of students in their second year scoring at least proficient on three different Regents exams. While the data reports on ten cohorts, there are nine true cohorts since one cohort reported for our Brownsville Charter only has one student and represents a student who is credit deficient.

The 2020 Cohort at our Brownsville and Crown Heights Charters met the goal and our East New York Charter was within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal, but our Brownsville Charter was within 10 points of the goal.

The 2022 Cohort at our East New York Charter met the goal, but no other charters met the goal.

For **Graduation Goals 3 and 4**, as a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have passed the 5-year graduation rate of 95% across all charters in eight out of nine cohorts. Only one cohort, the 2019 cohort from our Brownsville Charter, did not meet Goal 4. It missed by less than 2%.

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school. Nine out of nine Achievement First Cohorts have a graduation rate above 90% and four out of nine cohorts have a graduation rate above 95%. The comparison graduation rates at the local school districts range from 57% to 85%.

Graduation Goal 6 is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation

ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 1**, each of the AF Brooklyn high schools have historically met this measure by a wide margin and we have continued to do so for almost all cohorts.

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure prior to the COVID pandemic. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data. On the June 2024 Regents we saw ELA Regents pass rates improve by at least 10 percentage points at all of high schools after one year of using our new ELA curriculum, StudySync. This is an encouraging sign and we attribute our improvement there to our curriculum implementation strategy. Math results have not yet improved as a result of our first year of Illustrative Math curriculum

implementation, but our Aspire charter has grown back to Algebra 1 results that are similar to pre-pandemic levels.

For **Graduation Goals 3 and 4**, AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure and we have continued to do so in almost all cases.

For **Graduation Goal 5**, AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers and we have continued to do so.

Graduation Goal 6 is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation.

ACTION PLAN

We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 and StudySync for ELA will bring continued long-term improvement. We have also initiated a strategy anchored in strengthening Tier 1 instruction for this school year to support curriculum implementation and instruction across all courses. Each quarter we have prioritized a set of foundational instructional indicators for teacher skill-building through professional development and coaching and for evaluation and goal-setting. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also strengthened the systems and structures for our interim assessments and response to data. In math we are continuing to partner with the Achievement Network for our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We are also piloting in some of our core science classes the adoption of OpenSciEd, a high-quality external curriculum for science. More information about our supports and professional development can be found in later subject-specific sections.

GOAL 2: COLLEGE PREPARATION

Write the school's college preparation goal here.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by the COVID pandemic and continue to bolster and improve our educational model so that all of our students are prepared to succeed in life post K-12.

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

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever in order to meet our goals. By 2028-29, we strive for at least 98% of the graduating cohort to have a post-secondary plan, for at least 90% of the graduating cohort to matriculate to college, a career and technical education (CTE) program, or the military, and for at least 80% of the graduating cohort to matriculate into a Bachelor's or Associate degree program. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

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

In addition to the support from our Network College and Career team, we have aligned our high school academic program to meet our goals. We expect our high schools to provide four year pathways in each core content area with an opportunity to take advanced level courses such as College Board Advanced Placement courses or dual enrollment courses. We provide a central network curriculum that is a mix of adopted external programs and internal curriculum for the four year pathway in each core content area along with professional development for school leaders and teachers to support curriculum implementation.

We have begun developing partnerships for dual enrollment. At the high school within our Brownsville charter, we offered during SY 23-24 one course each semester through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. For SY 23-24, we will continue to maintain that partnership with our Brownsville charter high school and we have expanded this partnership to our East New York charter high school. For the future we are considering further expansion of this partnership. We are also exploring dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students.

College Preparation Goal Measure 1 - Absolute

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

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- **Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;**
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- **Achieving the college and career readiness benchmark on the SAT;**
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A
	Overall	N/A	N/A	N/A
Brownsville	Passing an AP exam with a score of 3 or higher	66	9	13.6%
	College & Career Readiness Benchmark on SAT	66	7	10.6%
	Overall	66	13	19.7%
Crown Heights	Passing an AP exam with a score of 3 or higher	121	76	62.8%
	College & Career Readiness Benchmark on SAT	121	30	24.8%
	Overall	121	79	65.3%
East New York	Passing an AP exam with a score of 3 or higher	99	50	50.5%
	College & Career Readiness Benchmark on SAT	99	42	42.4%

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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	Overall	99	61	61.6%
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College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
Aspire	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
Brownsville	2018	2021-22	95	85	89.5%
	2019	2022-23	83	71	85.5%
	2020	2023-24	67	64	95.5%

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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Crown Heights	2018	2021-22	101	91	90.1%
	2019	2022-23	96	92	95.8%
	2020	2023-24	127	111	87.4%
East New York	2018	2021-22	100	99	99.0%
	2019	2022-23	105	102	97.1%
	2020	2023-24	104	94	90.4%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our matriculation data comes both from our alumni college success counselors confirming matriculation status with individual AF graduates and then later from the National Student Clearinghouse when their data is released.

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 15% of the goal measure, our high school within our Crown Heights charter was within 10% short of the goal measure (an improvement from the year before), and our high school within our Brownsville charter was approximately 55% short of the goal measure. Our high schools within the East New York and Crown Heights charters have maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance.

All of our NY Achievement First HS Cohorts met **College Preparation Goal 4** by wide margins. Every cohort exceeded the goal by at least 10%. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.

ADDITIONAL CONTEXT AND EVIDENCE

For **College Preparation Goal 1**, we have seen declines from historical performance in all cohorts that graduated after June of 2020. Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still not at historical levels in most courses. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. We will continue to both provide access to AP classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued which has affected the number of students meeting the SAT College and Career Readiness benchmark. Although the SAT is not emphasized as much as it has been pre-pandemic, we believe the efforts we are making to strengthen academic foundations, especially in Algebra 1 and 9th and 10th grade ELA courses will eventually result in gains in SAT achievement.

For **College Preparation Goal 2**, our NY Achievement First high schools have historically met this measure by wide margins and we are continuing to do so.

ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students is an academic foundation with gaps. Students will achieve more success in AP courses and the SAT when they have mastered the foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 and StudySync for ELA will bring continued long-term improvement. We have also initiated a strategy anchored in strengthening Tier 1 instruction for this school year to support curriculum implementation and instruction across all courses. Each quarter we have prioritized a set of foundational instructional indicators for teacher skill-building through professional development and coaching and for evaluation and goal-setting. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also strengthened the systems and structures for our interim assessments and response to data after assessment administration. In math we are continuing to partner with the Achievement Network for our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We are also piloting

in some of our core science classes the adoption of OpenSciEd, a high-quality external curriculum for science. We will also continue to provide access to a wide variety of AP courses and we are improving our network talent recruitment and retention strategies so that we have the qualified teachers needed to maintain access to these courses. We are also exploring other methods to provide access to AP or other college level classes even when we do not have the teacher or enough students to justify offering the class. These other methods include partnerships with the National Education Equity Lab to offer college dual enrollment classes or other dual enrollment options.

GOAL 3: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

BACKGROUND

In Achievement First's K-8 ELA program, the purpose of ELA instruction is to build a love of reading among students, to create knowledge and language-rich learning experiences, as well as to ensure that every scholar leaves elementary school proficient at reading and writing grade-level standards. In doing so, students will enter their middle school experience prepared for the academic learning ahead.

In the 2023-24 school year, our schools began a full-scale implementation of new curriculum:

- Foundations & Heggerty (K-2, sometimes 3)
- Geodes (K-2, sometimes 3)
- *Wit and Wisdom* across all of our K-8 campuses.

Through a rigorous adoption process, we identified these programs as the best choice for our students, over several other HQIM options, for a number of reasons:

- Aligned with the Science of Reading
- Intentional word and world knowledge building throughout and across grade levels
- Aligned to knowledge and skill demands of state exams (RICAS, NYSE, SBAC) (grades 3-4)
- Highly rated in EdReports
- Aligned with NY NextGen Standards
- W&W supports foundational reading skills across grades K through 4
- W&W (and thus Geodes) is built and organized into cohesive units that follow the principles of backwards design.
- Starting in kindergarten, students are positioned to ask questions, read rich, complex texts, write across various genres, make use of textual evidence, and construct explanations and arguments.
- Regular formative & summative assessments to monitor student learning are part of every module

To support strong data practices, we invest in both curriculum-based and external formative and summative assessments:

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- Universal Screeners: mCLASS (K-4) and STAR (5-8) (3x; BOY, MOY, EOY)
- Foundations (K-3): Unit Exams
- Wit and Wisdom: New Reads, Focusing Question Tasks, End of Module Tasks
- Gr 3-8: Interim Assessments and Mock Exam (used as proxies for NYSE state exams)

Regarding professional development, a focus in 2023-2024 was ensuring that teachers taught the new curriculum with fidelity and integrity and that teachers were receiving regular feedback from school leaders to support their learning and development. Leaders were supported through professional development focused IPP skill building, module unpacking, and analyzing and responding to student work. Teachers were developed via professional developments based on module unpacking, lesson planning and facilitation, and response to scholar data.

In our high school ELA program, students deeply engage with texts through research-based, structured close reading cycles, carefully reading diverse texts from many genres and writing in a variety of formats that deepen thinking and learning. Scholars practice the discipline in order to construct understanding; they are the “doers” (reading, analyzing, unpacking, posing questions, thinking critically, discussing, researching, writing) and teachers are facilitators who support scholars in leading the learning. The high school ELA program supports the development of adolescent literacy at all stages of readiness and leverages structured reading approaches and supports that seek to mitigate learning barriers for struggling readers accessing grade level texts. We use research-based instructional approaches to develop vocabulary and background-knowledge and focus on student engagement as a means for developing literacy and facilitating deep and authentic conversation with text, each other, and the world.

In the 2023-2024 school year, our high schools began full scale implementation of the StudySync curriculum across grades 9 and 10, with optional unsupported implementation in grades 11 and 12. We identified StudySync as the best choice for our students, over several other HQIM options, for a number of reasons.

- Greater diversity of representation of authors
- Most aligned to knowledge and skill demands on AP, Regents, and SAT/PSAT exams
- Highly rated by EdReports
- Aligned with NY NextGen State Standards
- Aligned with the Science of Reading
- Provides detailed guidance for implementing instructional approaches to support literacy development in students who enter high school reading below grade level
- Includes resources for addressing foundational reading skills like phonics and fluency
- Greatest support for flexibly differentiating instruction for all learners, including students who are MLL and exceptional learners.

In the first year of implementation of the StudySync curriculum in school year 2023-2024, we aligned across schools on implementing units 1-4, though schools were encouraged to select the “version” of the unit that best met the needs/interests of their students. All StudySync curriculum units have four “versions,” all of which address the same NY NextGen Standards and have the same summative

assessments—a multi genre unit that includes lesson-level resources for all texts, skill lessons, and writing lessons across the unit, and three novel-study units, each of which provide a “teacher’s guide” for the novel and lesson level resources for shorter comparative texts included in the unit. Teachers are expected to build their own daily lesson resources from the “teacher guide” for the novel sections of the unit. We heard feedback throughout the year about a need for greater support from network for novel study units, and this feedback has informed a shift in our approach to supporting novel study units in the 2024-2025 school year to aligned units and aligned versions of units across all schools and grades, with the network high school ELA team providing daily lesson resources for the novel study unit selections.

In school year 2023-2024 we piloted mandatory Extended Writing Projects (EWPs) across grades 9 and 10. Students complete these process-based writing pieces, involving multiple drafts, with least invasive scaffolding. The EWPs are curricular assessments aligned to unit standards and provide students with additional opportunities to demonstrate their learning, both as readers and writers. The EWP requires both cumulative knowledge built across unit texts and facility with writing in a target genre for which the unit provides mentor texts and several “at bats” for students to build skill in a specific genre of writing. As a result of the positive impacts from the pilot, in school year 2024-2025 we have moved to have EWPs mandatory across all grades and units.

In addition to EWPs, we leveraged assessment resources provided by StudySync to develop network interim assessments, broad benchmark assessments that track progress against a wide array of NY NextGen Literacy and Writing Standards across the year.

Professional learning for ELA teachers focused on a scope and sequence of support for new curriculum implementation. The year began with technical training to support teachers in developing facility with the various tools offered with the StudySync curriculum, including a suite of online tools and teacher guides. We then shifted our focus to developing skill with the Close Reading Cycle, a Science of Reading-aligned approach to reading that is the fulcrum of the StudySync curriculum. The approach involves multiple reads of a text interspersed with targeted skills lessons to develop students ability to independently apply analytical skills as they read and develop their own evidence-based interpretations of texts.

We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam Number of Students Tested and Not Tested									
	Grade	Total Tested	Not Tested						Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
Aspire	3	47						3	50
	4	59		1				1	61
	5	60	5			2			67
	6	79	4						83
	7	62	1	2					65
	8	75	1						76
	All	382	11	3		2		4	402
Brownsville	3	71		6					77
	4	58		8					64
	5	67							67
	6	88	3	2					93
	7	84	2	2					88
	8	79	2	4					85
	All	447	7	22					476
Crown Heights	3	65		1					66
	4	81		4					85
	5	91		2					93
	6	87							87
	7	85	1	2					88
	8	86	2	4					92
	All	495	3	13					511
East New York	3	80		3					83
	4	80		5					85
	5	62							62
	6	69							69
	7	60		1					61
	8	59	1	2					62
	All	410	1	11					422
Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year ⁶									
	Grade	All Students				Enrolled in at least their Second Year			

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	47	26	55.3%	43	25	58.1%
	4	59	26	44.1%	56	26	46.4%
	5	60	20	33.3%	38	14	36.8%
	6	79	37	46.8%	67	32	47.8%
	7	62	35	56.5%	52	29	55.8%
	8	75	54	72.0%	66	50	75.8%
	All	382	198	51.8%	322	176	54.7%
Brownsville	3	71	30	42.3%	61	23	37.7%
	4	58	24	41.4%	51	20	39.2%
	5	67	19	28.4%	56	18	32.1%
	6	88	37	42.0%	75	33	44.0%
	7	84	44	52.4%	72	38	52.8%
	8	79	43	54.4%	70	39	55.7%
	All	447	197	44.1%	385	171	44.4%
Crown Heights	3	65	40	61.5%	55	36	65.5%
	4	81	55	67.9%	63	44	69.8%
	5	91	34	37.4%	76	29	38.2%
	6	87	43	49.4%	69	32	46.4%
	7	85	56	65.9%	74	51	68.9%
	8	86	60	69.8%	73	49	67.1%
	All	495	288	58.2%	410	241	58.8%
East New York	3	80	41	51.3%	62	32	51.6%
	4	80	42	52.5%	78	40	51.3%
	5	62	18	29.0%	37	8	21.6%
	6	69	30	43.5%	62	25	40.3%
	7	60	28	46.7%	54	27	50.0%
	8	59	39	66.1%	57	38	66.7%
	All	410	198	48.3%	350	170	48.6%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

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percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	382	21.7%	26.4%	32.5%	19.4%

$$\begin{aligned}
 \text{PI} &= 26.4\% + 32.5\% + 19.4\% = 78.3\% \\
 &\quad \quad \quad 32.5\% + 19.4\% = 51.9\% \\
 &\quad \quad \quad + (.5)*19.4\% = 9.7\% \\
 \text{PI} &= 139.9
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownsville	447	28.7%	27.3%	30.2%	13.8%

$$\begin{aligned}
 \text{PI} &= 27.3\% + 30.2\% + 13.8\% = 71.3 \\
 &\quad \quad \quad 30.2\% + 13.8\% = 44.0 \\
 &\quad \quad \quad + (.5)*13.8\% = 6.9 \\
 \text{PI} &= 122.2
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	495	16.4%	25.6%	39.7%	18.3%

$$\begin{aligned}
 \text{PI} &= 25.6\% + 39.7\% + 18.3\% = 83.6 \\
 &\quad \quad \quad 39.7\% + 18.3\% = 58.0 \\
 &\quad \quad \quad + (.5)*18.3\% = 9.2 \\
 \text{PI} &= 150.8
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	410	22.4%	29.4%	34.1%	14.1%

$$\begin{aligned}
 \text{PI} &= 29.4\% + 34.1\% + 14.1\% = 77.6 \\
 &\quad \quad \quad 34.1\% + 14.1\% = 48.2 \\
 &\quad \quad \quad + (.5)*14.1\% = 7.1 \\
 \text{PI} &= 132.9
 \end{aligned}$$

ELA Measure 3 - Comparative

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	58.1%	43	32.4%	1,163
	4	46.4%	56	40.2%	1,165
	5	36.8%	38	34.7%	1,206
	6	47.8%	67	26.8%	1,237
	7	55.8%	52	39.8%	1,313
	8	75.8%	66	39.7%	1,406
	All	54.7%	322	35.7%	7,490
Brownsville (District 23)	3	37.7%	61	44.2%	450
	4	39.2%	51	33.3%	486
	5	32.1%	56	27.9%	480
	6	44.0%	75	31.8%	528
	7	52.8%	72	36.6%	527
	8	55.7%	70	37.5%	584
	All	44.4%	385	35.2%	3,055
Crown Heights (District 17)	3	65.5%	55	38.9%	827
	4	69.8%	63	46.3%	871
	5	38.2%	76	41.4%	886
	6	46.4%	69	43.8%	1,040
	7	68.9%	74	51.7%	1,056
	8	67.1%	73	48.8%	941
	All	58.8%	410	45.4%	5,621
East New York (District 19)	3	51.6%	62	32.4%	1,163
	4	51.3%	78	40.2%	1,165
	5	21.6%	37	34.7%	1,206

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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	6	40.3%	62	26.8%	1,237
	7	50.0%	54	39.8%	1,313
	8	66.7%	57	39.7%	1,406
	All	48.6%	350	35.7%	7,490

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	85.5%	442.0	439.5	0.25
	4	93.2%	447.0	440.9	0.61
	5	88.3%	443.0	440.5	0.27
	6	85.7%	436.0	440.2	-0.50
	7	90.9%	453.0	442.6	1.20
	8	85.6%	461.0	447.3	1.57
	All	88.0%	447.3	442.0	0.59
Brownville	3	92.1%	442.0	438.1	0.38
	4	98.6%	448.0	439.7	0.81
	5	83.2%	446.0	441.6	0.47
	6	88.4%	448.0	439.7	0.97
	7	79.1%	449.0	444.7	0.47
	8	77.9%	458.0	448.5	0.99
	All	85.2%	449.3	442.7	0.71

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Crown Heights	3	89.2%	454.0	438.7	1.47
	4	83.8%	453.0	442.9	0.99
	5	85.9%	444.0	441.0	0.32
	6	79.2%	452.0	441.6	1.14
	7	79.2%	454.0	444.7	1.02
	8	83.2%	459.0	444.7	1.17
	All	83.3%	452.6	442.9	1.01
East New York	3	90.6%	447.0	438.4	0.83
	4	82.0%	449.0	443.2	0.56
	5	83.1%	444.0	441.6	0.26
	6	79.7%	445.0	441.5	0.39
	7	86.2%	455.0	443.5	1.32
	8	80.4%	461.0	448.1	1.34
	All	84.0%	449.7	442.4	0.76

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	65.5	50.0

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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	5	45.1	50.0
	6	40.9	50.0
	7	58.1	50.0
	8	64.7	50.0
	All	54.8	50.0
Brownsville	4	50.4	50.0
	5	50.9	50.0
	6	58.3	50.0
	7	43.5	50.0
	8	55.5	50.0
	All	51.8	50.0
Crown Heights	4	59.1	50.0
	5	39.5	50.0
	6	50.2	50.0
	7	57.7	50.0
	8	65.8	50.0
	All	54.5	50.0
East New York	4	57.9	50.0
	5	50.9	50.0
	6	51.7	50.0
	7	63.6	50.0
	8	55.9	50.0
	All	55.8	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: mCLASS in grades K-4 & STAR Reading in Grades 5-8.

mCLASS (K-4)

Percent Proficient for 2023-24 mCLASS

	Grades	Percent Proficient BOY	Percent Proficient EOY	Percentage Point Difference
Aspire	K	45.8%	71.7%	25.9%
	1	44.9%	75.0%	30.1%
	2	61.5%	75.4%	13.9%
	3	52.0%	80.0%	28.0%
	4	46.3%	73.8%	27.5%
	All	50.5%	75.2%	24.7%
Brownsville	K	25.0%	64.4%	39.4%
	1	39.5%	66.7%	27.2%
	2	45.8%	63.5%	17.7%
	3	36.5%	44.6%	8.1%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	4	47.7%	43.1%	-4.6%
	All	39.5%	55.6%	16.1%
Crown Heights	K	31.1%	97.8%	66.7%
	1	70.0%	87.8%	17.8%
	2	54.7%	88.5%	33.8%
	3	56.1%	80.0%	23.9%
	4	64.3%	90.1%	25.8%
	All	56.6%	88.4%	31.8%
East New York	K	38.0%	58.7%	20.7%
	1	69.2%	85.3%	16.1%
	2	65.1%	70.4%	5.3%
	3	59.0%	62.7%	3.7%
	4	46.5%	32.1%	-14.4%
	All	55.5%	61.3%	5.8%

STAR Reading (5-8)

The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

Our target goal of 50 refers to the average student growth percentile. STAR Reading is a nationally administered assessment, giving us comparative data. This comparative data helps us understand how students at AF grew relative to peers across the country, given the same initial data. For the purposes of this goal, we expect the average student growth percentile to be at the 50th percentile comparing beginning of year scores to end of year scores.

End of Year Growth on 2023-24 STAR Reading Assessment By All Students

	Grades	Median Growth Percentile	Number Tested
Aspire	5	27	62
	6	49.5	78
	7	62	56
	8	65.5	74
	All	52	270

	Grades	Median Growth Percentile	Number Tested
Crown Heights	5	24	83
	6	32	79
	7	56	75
	8	47	75
	All	42	312

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Brownsville	5	30	55
	6	47	87
	7	59	67
	8	35	75
	All	41	284

East New York	5	36	57
	6	58	69
	7	51	57
	8	50.5	60
	All	49	243

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Growth	Each year, the percent of students at or above the proficiency benchmark on the internally administered mCLASS assessment will increase by 10% from the beginning of the year to the end of the year for all students in grade K through 4.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: NO
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	Aspire: YES Brownsville: NO Crown Heights: NO East New York: NO

EVALUATION OF ELA GOAL

AF Brooklyn K-12 schools had mixed results on the applicable measures. No schools met the absolute goals of reaching 75% proficient. All 4 schools met the comparative measure and 3 of 4 schools met the growth measure.

ADDITIONAL CONTEXT AND EVIDENCE

n/a

ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 24-25 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA Directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort. In particular, the Sr. Director of K-12 reading will focus on STAR performance 3x a year as well as scaling the use of Lexia's PowerUp program for all students in need of reading intervention across all 23 middle and high schools. This program, created and supported by one of the leading organizations in the science of reading, ensures students reading below grade level have access to the exact reading content that will fill their unique reading gaps. Our Sr. Director of Reading works closely with directors on team Special Services to train school leaders and teachers on the program, monitor its rollout and implementation, and support its consistent usage for our striving readers. The ES Teaching and Learning team will support mCLASS data and analysis across K-4 campuses.

This year is our second year implementing a science of reading aligned curriculum - Wit and Wisdom from Great Minds - across our K-8 classrooms. We will continue to assess 5-8 scholars using the STAR assessment, and in grades K-4, we will be using the mCLASS/Dibels reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in most cases 3rd grade) classrooms and have implemented Geodes, a Great Minds series of decodable texts aligned to both Wit & Wisdom and the FUNdations scope and sequence. We are also investing in sending our network leaders and school teams to literacy professional development, including the Reading League conference.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month, leader pods occurring 4x a year (where small groups of ELA leaders join together at a school site for professional learning and practice), and a day long Day of Practice professional development day for all leaders and teachers where participants engage in at least 4.5 hours of professional learning in their content areas.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting NY NextGen expectations) on the Regents Exam in English Language Arts (NY NextGen). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English NY NextGen Exam
by Fourth Year Accountability Cohort¹²

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	1	33.3%
	2019	2022-23	86	84	1	50.0%
	2020	2023-24	70	0	25	35.7%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	88	3	23.1%
	2020	2023-24	130	0	47	36.2%
East New York	2018	2021-22	100	98	1	50.0%
	2019	2022-23	109	102	0	0.0%
	2020	2023-24	106	1	32	30.5%

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 2 - Absolute

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

METHOD

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 NY NextGen expectations) on the Regents Exam in English Language Arts (NY NextGen). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English NY NextGen Exam
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	3	100.0%
	2019	2022-23	86	84	2	100.0%
	2020	2023-24	70	0	51	72.9%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	88	8	61.5%
	2020	2023-24	130	0	104	80.0%
East New York	2018	2021-22	100	98	1	50.0%
	2019	2022-23	109	102	6	85.7%
	2020	2023-24	106	1	83	79.0%

High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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

METHOD

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

Percent Achieving at Least Performance Level 4 on NY NextGen exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	16	14	0	0.0%
	2019	2022-23	23	23	0	N/A
	2020	2023-24	0	0	0	N/A
Crown Heights	2018	2021-22	27	27	0	N/A
	2019	2022-23	32	26	0	0.0%
	2020	2023-24	4	0	1	25.0%
East New York	2018	2021-22	12	12	0	N/A
	2019	2022-23	14	13	0	0.0%
	2020	2023-24	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

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

METHOD

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

Percent Achieving at Least Performance Level 3 on NY NextGen exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	16	14	2	100.0%
	2019	2022-23	23	23	0	N/A
	2020	2023-24	0	0	0	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2018	2021-22	27	27	0	N/A
	2019	2022-23	32	26	3	50.0%
	2020	2023-24	4	0	2	50.0%
East New York	2018	2021-22	12	12	0	N/A
	2019	2022-23	14	13	1	100.0%
	2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Overall, the high school ELA goal was not met. While we partially met some of the measures, the majority of measures were not met across cohorts. Crown Heights met Measure 2, with at least 80% of students in the high school Accountability Cohort scoring a 3 or above on the Regents Exam in English Language Arts. No cohorts met Measure 7, while Brownsville and East New York high school Accountability Cohorts met Measure 8, with at least 75% of students who did not score proficient on their NY State 8th grade ELA exam scoring a level 3 on the English Language Arts Regents by the end of their fourth year in the cohort. Our schools are not held accountable for Measures 3–6.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New Yorks: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: YES East New Yorks: NO
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students from the district meeting or exceeding NY NextGen expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed NY NextGen expectations (currently	Aspire: N/A Brownsville: NO Crown Heights: NO

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	scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	East New Yorks: NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet NY NextGen expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: YES Crown Heights: NO East New Yorks: YES

EVALUATION OF HIGH SCHOOL ELA GOAL

For Measure 1, percent of students scoring at least a level 4 on the ELA Regents exam, all cohorts fell short of meeting the 65% measure. In both school year 2021-2022 and 2022-2023, still impacted by disrupted education during the pandemic, the vast majority of students received a waiver for this exam as seen in the 2018 and 2019 cohorts from Brownsville, Crown Heights, and East New York. 88-98% of students across those cohorts received waivers and did not take the exam. In 2023-2024, all or most students from the 2020 cohorts across school took the exam, and around 1/3 of students taking the exam scored at least a 4, remaining about 30% short of meeting the measure.

For Measure 2, while Crown Heights was the only school that fully met the measure of 80% of students scoring at a level 3 or higher, the 2020 East New York cohort only fell short of this measure by 1 percentage point, and the Brownsville cohort by 7.1 percentage points. Similarly the 2018 and 2019 cohorts across schools largely received waivers for the exam, resulting in only a few students taking the exam in school years 2021-2022 and 2022-2023.

Our schools are not held accountable for Measures 3–6.

No schools met measure 7 while 2 schools, Brownsville and East New York, met Measure 8, showing that some students who did not score proficient on the 8th grade ELA exam are able to show partial proficiency, or score at a level 3, on the ELA Regents exam. This implies improvement, however, still falls short of the goal of moving students to full proficiency and college and career readiness. Both of these Measures are determined with incredibly small data sets.

Despite challenges in meeting the measures outlined in this report, the network did see an overall 10% increase in proficiency on the ELA Regents across schools from 2022-2023 (57% scoring a 3+) to 2023-2024 (67% scoring a 3+). This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in ELA towards college and career readiness.

ADDITIONAL CONTEXT AND EVIDENCE

For Measures 7 and 8, the growth measures that measure the percent of students who did not score at proficient on their 8th grade ELA exam, and who score either a 4 or 3 (respectively) on the high school ELA Regents, it is worth noting that the number of students meeting the criteria for those measures is

small across schools, with Ns so small the validity and reliability of the data is not guaranteed. For example, looking at Brownsville cohorts we can see that the 2018 cohort had only 2 students who did not receive a waiver in 2021-2022, all students in the 2019 cohort received a waiver in 2022-2023, and 0 students from the 2020 cohort were not proficient on the 8th grade ELA exam, making both of those cohorts “not applicable” to the measure in 2023-2024. This results in Brownsville’s entire measure resting on scores from 2 students in the 2018 cohort. We see a similar issue with the East New York and Crown Heights data. In East New York, the 12 students from the 2018 cohort all received waivers in 2021-2022, and in 2022-2023 13 of the 14 students received waivers, and the 2020 cohort is “not applicable.” In Crown Heights, 27 students in the 2018 cohort received waivers in 2021-2022, 26/32 students from the 2019 cohort received waivers in 2022-2023, and only 4 students from the 2020 cohort were not proficient on the 8th grade exam. This means that in East New York, this measure rests on the score of a single student across three cohorts, and in Crown Heights, the measure is determined by the scores of 7 students across 3 cohorts. The disruption to the exams and exam data due to aftershocks from the pandemic have made the growth measures more challenging to interpret as the data sets are so small.

ACTION PLAN

In school year 2023-2024, all Achievement First high schools universally adopted the StudySync curriculum as the core ELA curriculum for all grade levels (9–12). Typically, according to recent research on curriculum adoption and implementation, at the end of the first year of implementation, often systems see a decrease in student scores on external exams such as the ELA regents; this is commonly referred to as the “implementation dip” (Fulan 2001). However, AF schools did not experience this typical implementation dip. Instead, we saw an average 10% increase in ELA regents scores at or above a level 3, with some schools seeing an increase of 12%. While this is not at all the goal post, it is evidence that we are on the right track for supporting the development of strong high school literacy instruction.

Now, in year two of implementation, we are moving forward with a network-aligned approach in which each grade level, across all schools, is teaching an aligned series of units. The Teaching and Learning Team has developed a suite of tools to support teacher planning from StudySync materials, and has developed unit overviews and supplemental lesson plan materials to support areas where we experienced challenges in planning and implementation in year one. We have also leveraged the year one pilot of the Extended Writing Projects (EWPs), the process-based writing assessment anchoring each unit of study, and made this curriculum assessment mandatory across schools and grade levels. This means that this year all students will engage in four intensive process-based writing projects with direct instruction, and support and targeted feedback aligned to unit writing goals and NY NextGen writing standards.

In addition to the EWPs, we have also ensured that students have multiple “at bats” in every unit to develop their writing skills over time towards the larger goals of the EWP as they respond to focused and aligned prompts at the end of every close reading cycle. The Teaching and Learning Team has also created a suite of Regents-aligned resources in each unit of study for grade 10, the year in which our students sit for the ELA Regents exam, to ensure that students have multiple opportunities across every

unit to experience multiple choice questions and writing prompts that mirror the language of the Regents exam.

This year, we have anchored professional learning for teachers in strong planning from StudySync materials and supplemental resources. Summer Professional learning kicked off our year-long scope and sequence with a day-long series of sessions on high quality planning and implementation of close reading cycles, as well as mapping the EWP across the unit. We also focused on modeling as a core instructional move for supporting student development with reading and writing skills. We will continue to develop teacher skills with modeling across the year, leveraging the in-person Day of Practice in which teachers have nearly five hours of professional development time targeted to their content and curriculum.

In addition, academic deans receive targeted coaching and development directly from Team Teaching and Learning. This coaching and development looks like 90 minutes per month of in-person professional learning aligned with their teacher teams' content and curricula. This means academic deans coaching ELA teachers who are planning and implementing the StudySync curriculum receive professional learning to support them in coaching teachers specifically in skillful and impactful implementation of the StudySync curriculum.

We have also developed a "working group," or PLC composed of four teachers from across the network who are being developed as "model ELA teachers." These model teachers will engage in lesson studies around core skills of "building background and context" and "scaffolding" to ensure access for all learners to rigorous grade level texts. The outputs of the working group include model video of ELA instruction, model lesson plans, and a library of published resources teachers can leverage to create access for all learners in their own classrooms.

We are collaborating directly with schools to look at instruction, track teacher progress, and develop actionable "next steps" through quarterly walkthroughs aligned to "Arc Priorities." Arc Priorities are prioritized sets of indicators on the AF Essentials Rubric, for each quarter, that provide a focus on a narrower subset of instructional indicators. During walkthroughs, members of the network team and school leaders observe instruction, debrief trends, and align on action steps, providing the opportunity to track teacher progress with curriculum implementation, gather data and identify trends in areas of strength and opportunity, and collaboratively plan for supporting teachers and deans in moving ELA instruction forward. Walkthrough observations are anchored in the AF Essentials Rubric and the StudySync FOIs, ensuring we have a common language to talk about excellent instruction and the vision for excellent instruction in a StudySync classroom. The AF Essentials Rubric anchors how we observe and discuss content-agnostic instruction, and the StudySync Fundamentals of Instruction (FOIs) anchor how we observe, discuss, and evaluate curriculum implementation across the network.

GOAL 4: MATHEMATICS

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

BACKGROUND

In the K-4 mathematics program at Achievement First, mathematics instruction is focused on fostering our student's mathematical identities such that they see themselves as powerful mathematicians. We are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm.

To bring this vision to fruition, the AF math program is made up of 4 components:

- Core Math Lesson: Through the use of guided inquiry, students develop conceptual understanding of big ideas and strategies aligned to grade level standards by making connections to previously learned content and applying mathematical practices.
- CGI: Students develop a problem solving approach and conceptual understanding of varied problem types, strategies and mathematical principles by solving real-world story problems and applying mathematical practices. In the 23-24 school year we continued to invest in strengthening our Cognitively Guided Instruction, a framework that helps teachers to understand how student's mathematical ideas develop, and provides an opportunity to build on the student's own thinking and understanding.
- Math Routines (K-2): Through strategically designed problem strings or routines, students deepen their number sense and flexibility with numbers to gain fluency with priority skills and big ideas.
- Math Cumulative Review (3-4): Individualized and whole group instruction used to solidify skills and understandings students have acquired as well as revisit strategic topics in order to facilitate the making of connections and skill fluency overtime.

To ensure that our academic program meets the needs of the students we serve, we require the strategic use of benchmark assessments, (Internally built Interim Assessments and Spiraled Quizzes) that are taken by EVERY student. The data from these assessments are used by teachers, school leaders, and network instructional teams to inform instructional decisions to further support student learning throughout the school year. Additionally, schools leveraged adaptive online programs during the 23-24 school year to reinforce conceptual understanding on foundational skills.

- ST Math: Visual practice that removes language as a barrier to entry
- IXL or Dreambox: Allows for standards aligned practice in a variety of questioning formats

In order to support our schools in achieving student achievement goals , we strategically mapped out professional learning opportunities for both school leaders and teachers focused on the following key components:

- Develop a shared understanding of mathematical teaching and learning philosophy and build utility with navigating the curriculum and supplement resources
- Build discrete and differentiated teacher and leaders skills based on the individual needs of leaders and teachers.

- Build vision and skill in analyzing summative data to unpack individual student's mastery and retention of standards taught up to the point of administration
- Sub-group data analysis (Black Scholars, Black Male Scholars, MLLs, Students with Disabilities) and planning for supporting all learners

This year, for the first time, we are using a nationally renowned, research-based curriculum as our primary curriculum in Grades 5-8. In 2023-2024, Achievement First Middle Schools began full implementation of Illustrative Mathematics in Grade 5-8. Our top priority this year is helping students develop proficiency with mathematical practice standards and conceptual understanding through the faithful implementation of this core curriculum. We selected Illustrative Mathematics as it obtained high ratings from EdReports and is aligned to our vision for math instruction, and strong alignment to NY state math standards.

In the 5-8 mathematics program at Achievement First, we are committed to a program that approaches teaching from an asset-based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. To bring this vision to fruition, the AF math program is made up of two primary components:

- Illustrative Math Lesson
- Cumulative Review/Intervention: During CR time, students are working on skills that are either aligned to current unit skills, aligned to spiral review from previous units, or aligned to individual student needs.

To support implementation of Illustrative Mathematics curriculum:

- teachers attended 3-days of summer training facilitated by Imagine Learning vendors of Illustrative Mathematics
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an Illustrative Mathematics Implementation Progression from Columbia's Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as Interim Assessments built by Achievement Network, or ANet, to monitor learning across the year. ANet curriculum-compatible interim assessments complement the curricula's existing daily and unit-level assessments. Schools developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

In our high school mathematics program at Achievement First, we believe that a high quality mathematics education not only involves developing and mastering key skills and concepts, but additionally fostering students' mathematical identities such that they see themselves as powerful

mathematicians with the ability to use the transformative power of mathematical practices to enrich our lives beyond college and career aspirations. We seek to prepare all of our students to meet the mathematical thinking/quantitative demands of their future careers and lives as well as to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

In the 2023 - 2024 school year, we focused on strengthening our quality of instruction and improving student achievement in our high school math classes by implementing Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards. Illustrative Mathematics provides rigorous, grade-appropriate curricular materials that positions teachers as facilitators and students as active thinkers and doers of mathematics. Given that Illustrative Mathematics curricular offerings go up to Algebra 2, we continued to use our internally-developed curriculum in Precalculus, Calculus and AP Calculus aligned to college readiness and AP standards. However, to strengthen the quality of instruction and improve student learning outcomes in those courses, we additionally leveraged instructional strategies and routines from Illustrative Mathematics as best practices aligned to our vision.

To best support teachers and leaders with implementation of Illustrative Mathematics and facilitating instruction aligned to our vision of excellence in mathematics, we:

- Provided monthly professional development to leaders and teachers, in addition to the robust summer training all attended
- Measured and tracked the quality of implementation according to Implementation Progression Indicators from Columbia's Center for Public Research & Leadership
- Conducted quarterly instructional improvement walkthroughs, and
- Developed and executed data driven school support plans to drive instructional improvement and student learning outcomes.

To appropriately monitor student progress and instructional effectiveness across the year, we implement formative and summative assessments including Pre-Unit Assessments, End of Unit Assessments, and quarterly Interim Assessments. From these assessments, teachers and leaders develop data driven plans to respond to student needs and inform instructional practice. For the courses implementing Illustrative Mathematics, Interim Assessments were developed by the Achievement Network (ANET) to ensure focus, coherence, and rigor to standards and alignment with the curriculum.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

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METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested						Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
Aspire	3	48	1						49
	4	60		1					61
	5	62				5			67
	6	70				11			81
	7	57				6			63
	8	71		2		5			78
	All	368	1	3		27			399
Brownsville	3	73		4					77
	4	60	1	5					66
	5	60	5	3					68
	6	77	6	7		3			93
	7	79	3	6					88
	8	73	3	9					85
	All	422	18	34		3			477
Crown Heights	3	65		1					66
	4	81	1	3					85
	5	90		3					93
	6	83		4					87
	7	86		2					88
	8	87	2	3					92
	All	492	3	16					511
East New York	3	79		4					
	4	80		5					
	5	61					1		
	6	69	1						
	7	59	1	1					
	8	0						62	62
	All	348	2	10			1		423

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

		All Students	Enrolled in at least their Second Year
	Grade		

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	48	30	62.5%	43	27	62.8%
	4	60	41	68.3%	56	40	71.4%
	5	62	27	43.5%	40	21	52.5%
	6	70	28	40.0%	60	26	43.3%
	7	57	32	56.1%	48	27	56.3%
	8	71	55	77.5%	63	51	81.0%
	All	368	213	57.9%	310	192	61.9%
Brownsville	3	73	45	61.6%	62	36	58.1%
	4	60	38	63.3%	51	32	62.7%
	5	60	15	25.0%	51	14	27.5%
	6	77	36	46.8%	68	32	47.1%
	7	79	44	55.7%	68	38	55.9%
	8	73	44	60.3%	67	41	61.2%
	All	422	222	52.6%	367	193	52.6%
Crown Heights	3	65	47	72.3%	55	42	76.4%
	4	81	60	74.1%	63	47	74.6%
	5	90	16	17.8%	74	13	17.6%
	6	83	25	30.1%	66	19	28.8%
	7	86	51	59.3%	75	46	61.3%
	8	87	38	43.7%	75	34	45.3%
	All	492	237	48.2%	408	201	49.3%
East New York	3	79	54	68.4%	61	43	70.5%
	4	80	52	65.0%	78	50	64.1%
	5	61	28	45.9%	37	16	43.2%
	6	69	40	58.0%	62	34	54.8%
	7	59	24	40.7%	53	24	45.3%
	8	0	0				
	All	348	198	56.9%	291	167	57.4%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	368	16.6%	25.5%	36.4%	21.5%

$$\begin{aligned}
 \text{PI} &= 25.5\% + 36.4\% + 21.5\% = 83.4 \\
 &\quad 36.4\% + 21.5\% = 57.9 \\
 &\quad + (.5)*21.5\% = 10.8 \\
 \text{PI} &= 152.1
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownsville	422	22.3%	25.2%	38.1%	14.4%

$$\begin{aligned}
 \text{PI} &= 25.2\% + 38.1\% + 14.4\% = 77.7 \\
 &\quad 38.1\% + 14.4\% = 52.5 \\
 &\quad + (.5)*14.4\% = 7.2 \\
 \text{PI} &= 137.4
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	492	25.2%	26.6%	31.0%	17.2%

$$\begin{aligned}
 \text{PI} &= 26.6\% + 31.0\% + 17.2\% = 74.8 \\
 &\quad 31.0\% + 17.2\% = 48.2 \\
 &\quad + (.5)*17.2\% = 8.6 \\
 \text{PI} &= 131.6
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	348	17.8%	25.3%	44.5%	12.4

$$\begin{aligned}
 \text{PI} &= 25.3\% + 44.5\% + 12.4\% = 82.2 \\
 &\quad 44.5\% + 12.4\% = 56.9 \\
 &\quad + (.5)*12.4\% = 6.2 \\
 \text{PI} &= 145.3
 \end{aligned}$$

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Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	62.8%	43	43.5%	1,263
	4	71.4%	56	51.1%	1,233
	5	52.5%	40	44.6%	1,161
	6	43.3%	60	26.1%	1,338
	7	56.3%	48	39.0%	1,360
	8	81.0%	63	39.3%	1,158
	All	61.9%	310	40.4%	7,513
Brownsville (District 23)	3	58.1%	62	53.0%	470
	4	62.7%	51	45.3%	510
	5	27.5%	51	37.0%	465
	6	47.1%	68	39.5%	514
	7	55.9%	68	41.4%	538
	8	61.2%	67	25.5%	349
	All	52.6%	367	41.0%	2,846
Crown Heights (District 17)	3	76.4%	55	51.3%	860
	4	74.6%	63	53.2%	908
	5	17.6%	74	47.5%	892
	6	28.8%	66	42.5%	1,081
	7	61.3%	75	43.9%	978
	8	45.3%	75	43.3%	904
	All	49.3%	408	46.7%	5,623
East New York (District 19)	3	90.6%	70.5%	43.5%	1,263
	4	82.0%	64.1%	51.1%	1,233
	5	83.1%	43.2%	44.6%	1,161

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	6	79.7%	54.8%	26.1%	1,338
	7	86.2%	45.3%	39.0%	1,360
	8	80.4%		39.3%	1,158
	All	84.0%	57.4%	40.4%	7,513

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	85.5%	449.0	445.3	0.26
	4	93.2%	450.0	442.1	0.56
	5	88.3%	452.0	441.3	0.84
	6	85.7%	446.0	442.4	0.29
	7	90.9%	453.0	443.7	0.78
	8	85.6%	460.0	439.4	1.33
	All	88.0%	451.9	442.2	0.70
Brownsville	3	92.1%	459.0	443.6	1.06
	4	98.6%	454.0	440.4	0.97
	5	83.2%	451.0	442.9	0.64
	6	88.4%	456.0	441.6	1.14
	7	79.1%	459.0	447.1	0.93
	8	77.9%	476.0	440.7	2.35
	All	85.2%	459.5	442.8	1.20

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	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Crown Heights	3	89.2%	468.0	444.4	1.63
	4	83.8%	459.0	445.0	1.00
	5	85.9%	442.0	442.0	0.00
	6	79.2%	452.0	444.4	0.59
	7	79.2%	451.0	447.1	0.30
	8	83.2%	463.0	439.8	1.50
	All	83.3%	455.6	443.7	0.82
East New York	3	90.6%	451.0	444.0	0.48
	4	82.0%	457.0	445.6	0.81
	5	83.1%	454.0	442.9	0.87
	6	79.7%	457.0	444.2	0.98
	7	86.2%	455.0	445.1	0.78
	8	80.4%			
	All	84.0%	454.6	444.3	0.77

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	64.1	50.0

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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	5	61.3	50.0
	6	45.8	50.0
	7	35.4	50.0
	8	63.9	50.0
	All	54.7	50.0
Brownsville	4	37.9	50.0
	5	50.7	50.0
	6	69.3	50.0
	7	53.2	50.0
	8	86.0	50.0
	All	61.1	50.0
Crown Heights	4	49.5	50.0
	5	35.3	50.0
	6	57.0	50.0
	7	42.6	50.0
	8	72.3	50.0
	All	51.2	50.0
East New York	4	58.6	50.0
	5	63.8	50.0
	6	71.3	50.0
	7	40.3	50.0
	8		50.0
	All	59.0	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: internally and externally- created Interim Assessments from the Achievement Network in grades 3-8. The Achievement Network has developed assessments through the rigorous testing of items and can provide our schools with comparative data with the many other schools and districts that use these assessments.

A comparison between the October 2023 (IA1) and March 2024 (IA3) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam.

Percent Proficient for 2023-24 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Aspire	3	51%	64%	13%
	4	55%	47%	-8%
	5	51%	36%	-15%
	6	17%	30%	13%
	7	31%	69%	38%

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	8	49%	57%	8%
Brownsville	3	64%	46%	-18%
	4	48%	59%	11%
	5	42%	26%	-19%
	6	24%	47%	23%
	7	36%	48%	12%
	8	45%	49%	4%
Crown Heights	3	74%	62%	-12%
	4	70%	64%	-6%
	5	20%	18%	-2%
	6	8%	32%	24%
	7	31%	51%	20%
	8	25%	40%	15%
East New York	3	68%	48%	-20%
	4	38%	51%	13%
	5	50%	47%	-3%
	6	25%	50%	25%
	7	38%	29%	-9%
	8th Algebra	47%	50%	3%

SUMMARY OF THE MATHEMATICS GOAL

Overall, the mathematics goal was met for Absolute (aggregate PI), Comparative (both measures), and Growth (above the target of 50) for all schools in the cohort. We did not meet proficiency across all schools for Absolute (enrolled in at least their second year absolute proficiency), and Growth (between interim of 10%).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES

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Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO

EVALUATION OF THE MATHEMATICS GOAL

Despite challenges in meeting the measures outlined in this report, the network did overall meet 4 of the 6 measures. This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in math towards proficiency.

No schools met measure 1. All schools performed relatively low for proficiency across grades 3-8. Grade 4 demonstrated higher proficiency comparatively within each school and across the cohort.

For measure 2, all schools met the measure of 80% of students scoring at a level 3 or higher. Aspire and East New York had the highest percentage of students scoring at a level 3 or 4.

For measure 3, all schools met the measure. East New York demonstrated strong proficiency in all grades at close to or above 80%. Grade 4 was another bright spot for the strongest student proficiency across schools in the cohort.

For measure 4, all schools met the measure. Brownsville, was a bright spot with 1.20, and strong effect size across all grades. With the exclusion of East New York, due to no data for grade 8, each school saw the strongest effect size in grade 8 with schools at or above (1.2).

For measure 5, all schools met the measure. Mean growth percentiles varied across grade levels.

For measure 6, no schools met the measure. Aspire was 2% points from meeting the goal of at least a 10% growth in students who are proficient. Crown Heights was 3% points from meeting the goal of at least a 10% growth in students who are proficient. This implies improvement, however, still falls short of the goal of moving students to full proficiency and mathematical readiness.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-2024, we launched a new curriculum in grades 5-8, Illustrative Mathematics. Based on the work of Student Achievement Partners, Instruction Partners and others who have studied implementation efforts research shows you need at least 3-5 years to fully implement a curricular change. Additionally, to assess student learning on the universally adopted curriculum, we contracted with Achievement Network (Anet) to build interim assessments aligned to state math standards and curriculum bringing clarity and coherence during our implementation and assessment of student proficiency. In prior years, we used in-house built interim assessments which did not meet the bar for grade-level rigor as

determined by the state. The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the Illustrative Mathematics curriculum in Grades 5-8 starting in 23-24. This rigorous curriculum increased the quality of math instruction this cohort of students received.

MATHEMATICS ACTION PLAN

For the year 24-25, we are continuing our implementation of Illustrative Mathematics in Grades 5-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the state assessment.

In the K-4 mathematics program at Achievement First, we are continuing to expand our pilot for Context for Learning Mathematics for the core math block. CFLM curriculum uses a workshop environment and authentic real life contexts to foster the use of mathematical models as thinking tools. CFLM in combination with our existing math program component of CGI will support teachers in meeting instructional rigor and driving depth of thinking, as aligned on state assessments.

In Grades 5-8, we have partnered with IXL Math to focus on promoting conceptual understanding through custom skills matching state standards and Illustrative Mathematics curriculum and build procedural fluency. Additionally, we are using the IXL Math Diagnostic, to provide schools with up-to-date, accurate assessments of student proficiency to support instructional decisions to amplify student growth.

Deans who coach math across grade K-8 will have monthly professional development days with sessions aligned with the Network priority of Excellent Tier 1 instruction. Development will include real-time observations of math classrooms with shared debriefs and planning for next coaching steps. Additionally, schools will be developed on data progress monitoring. After each interim, K-8, deans and teachers will analyze data trends for their students to create actionable data plans for student learning.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting NY NextGen expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	8	40	47.1%
	2019	2022-23	86	48	18	47.4%
	2020	2023-24	70	30	0	0.0%
Crown Heights	2018	2021-22	95	2	39	41.9%
	2019	2022-23	101	95	2	33.3%
	2020	2023-24	130	28	1	1.0%
East New York	2018	2021-22	100	12	64	72.7%
	2019	2022-23	109	88	9	42.9%
	2020	2023-24	106	60	0	0.0%

High School Math Measure 2 - Absolute

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

METHOD

The 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 NY NextGen expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics NY NextGen Exam
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	8	79	92.3%

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	2019	2022-23	86	48	25	65.8%
	2020	2023-24	70	30	7	17.5%
Crown Heights	2018	2021-22	95	2	82	88.2%
	2019	2022-23	101	95	3	50.0%
	2020	2023-24	130	28	30	29.4%
East New York	2018	2021-22	100	12	87	98.9%
	2019	2022-23	109	88	17	81.0%
	2020	2023-24	106	60	8	17.4%

High School Math Measure 3 - 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 state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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

METHOD

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

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	27	0	2	7.4%
	2019	2022-23	14	0	1	7.1%
	2020	2023-24	18	12	0	0.0%
Crown Heights	2018	2021-22	24	0	3	12.5%
	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
East New York	2018	2021-22	7	6	0	0.0%
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

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

METHOD

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

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	27	0	20	74.1%
	2019	2022-23	14	0	8	57.1%
	2020	2023-24	18	12	0	0.0%
Crown Heights	2018	2021-22	24	0	17	70.8%
	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
East New York	2018	2021-22	7	6	1	100.0%
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Overall, the high school Math goal was not met. None of our NY Achievement First high schools met **High School Math Measure 1**, **High School Math Measure 2** or **High School Math Measure 7**. However, our high school within our East New York charter was able to meet **High School Math Measure 8**. 100% of students attending our high school within our East New York charter, in the high school Accountability Cohort, who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet NY NextGen expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. Our schools are not held accountable for Measures 3–6.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students within the high school Accountability Cohort who had not previously sat for any Regents mathematics exam, but were scheduled to sit for one during a cancellation were exempt (earning COVID waivers by passing their enrolled Regents bearing Math course) from the graduation requirement. The most exemptions were granted to the 2019 and 2020 cohorts in each of our AF high schools.

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- Approximately 56% and 43% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school within our Brownsville charter;
- Approximately 94% and 22% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school in our Crown Heights charter; and
- Approximately 81% and 57% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school in our East New York charter.

Additionally, the state's cancellation limited the number of opportunities students had to demonstrate Level 3 and/or Level 4 proficiency on any Mathematics Regents exam (Algebra 1, Geometry or Algebra 2). As such, schools reported both the number of students who were exempted from the exam requirement as well as the percentage of students achieving a Level 3 or Level 4 among the students who sat for any exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding NY NextGen expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: YES
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	Aspire: N/A Brownsville: NO

	exam will at least partially meet NY NextGen expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Crown Heights: NO East New York: YES
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EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

None of our NY Achievement First high schools met **High School Math Measure 1**. Given the impact of the pandemic, students continued to receive exemptions (COVID waivers) by passing their enrolled Regents bearing Math course. This resulted in a varied number of students taking the Regents exam year over year in math in the Accountability Cohort. Thus, many students sitting for a Regents examination in these cohorts were students who needed additional opportunities to demonstrate mastery as defined by the NY Regents (specifically for Algebra 1 as it is mandatory for graduation), given that they did not earn a waiver by passing their enrolled Regents bearing course. In these cases, students may have repeated the course or earned a passing grade for the course during summer school allowing them to move on to the following math courses. In the later case this would result in the student sitting for a Fall or Winter administration of the mandatory Algebra 1 Regents, while enrolled in another math course learning different content. Overall, cohorts were 18 percentage points or more short of meeting this measure.

None of our NY Achievement First high schools met **High School Math Measure 2**. Given the impact of the pandemic, students continued to receive waivers by passing their enrolled Regents bearing Math course. This resulted in a varied number of students taking the Regents exam year over year in math in the Accountability Cohort. 2018 cohorts in each of our AF high schools saw above 88% of students earning a qualifying score for Level 3. Each subsequent year saw a significant decrease in the percentage of students earning a qualifying score for a Level 3. Our high school in our East New York charter's was able to meet this measure for an additional year with it's 2019 cohort, before seeing a significant decrease. The decrease in students earning a qualifying score for Level 3 can be attributed to exemptions and challenges in returning to the high quality of instruction pre-pandemic. All other cohorts were 14 percentage points or more short of meeting this measure.

Our schools are not held accountable for Measures 3–6.

None of our NY Achievement First high schools met **High School Math Measure 7**. However, our East New York charter, in the high school Accountability Cohort, did meet **High School Math Measure 8**. The number of students for both measures is small given the number of students having earned waivers prior.

ADDITIONAL CONTEXT AND EVIDENCE

Our decrease in performance over the past three years at our AF Brooklyn high schools is largely due to the impact of COVID-19, remote instruction and staffing challenges/increased rates of teacher turnover particularly in our lower school math courses. To return to pre-pandemic performance, we focused our instructional strategy on improving our core curriculum by Illustrative Mathematics, and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by

strengthening our ability to respond to formative data and further improve instruction and increase student achievement. We have not yet improved student achievement as a result of our first year of Illustrative Math curriculum. To fully implement curricular change and see improvement in student achievement, more time is needed; 3 - 5 years. Within this time, if we focus on increasing the quality of instruction, with fidelity to the Illustrative Mathematics curriculum, we will see increased student achievement.

ACTION PLAN

In an effort to improve instruction and student achievement in mathematics, our instructional priority is to improve Tier 1 instruction. Our strategy to do so includes (1) addressing chronic absenteeism, (2) ensuring rigorous grade-appropriate materials are placed in front of students, (3) improving instruction through skill based teacher and leader development, and (4) monitoring progress by leveraging our continuous improvement cycle walkthroughs and assessment strategy.

To ensure students are in schools to receive strong Tier 1 instruction, in the 24-25 school year, schools developed intensive plans to address chronic absenteeism, which was significantly impacting student achievement.

During the 23-24 school year, at all Achievement First high schools, we adopted Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards, for Algebra 1, Geometry and Algebra 2. The adoption of Illustrative Mathematics ensures that rigorous, grade appropriate materials are placed in front of students, and we believe this adoption will bring continued long-term improvement. Math results have not yet improved after year 1 of curriculum implementation. In year 2 of adoption, our focus is on strengthening our implementation of Illustrative Mathematics by ensuring teachers are facilitating the curriculum to fidelity and aligned to our vision of excellence for high school mathematics instruction.

To strengthen our curriculum implementation and get closer to our vision of excellence for mathematics instruction, our professional development, including Summer Teacher and Leader PD, Day of Practice, and Dean Cohort, focused on discrete skill development aligned to our overarching instructional priority. To set a strong foundation for learning in Tier 1 instruction, summer professional development focused on strong planning aligned to our vision of excellence for high quality mathematics instruction. As professional development continues, we will focus on skill development of core instructional moves that allows students to engage in high quality thinking that develops students' mathematical proficiency and conceptual understanding; providing just in time support to address student learning gaps; and effectively responding to teacher and student data. Additional instructional and student learning data is gathered during our continuous improvement cycle walkthroughs. This data is leveraged in developing our teacher and leader PDs.

In addition to our professional development strategies, we have also developed professional learning communities, a “working group,” comprised of four teachers from across the network. These teachers will serve as teacher leaders modeling effective implementation of Illustrative Mathematics, in planning

and execution, aligned to our vision of excellence in high school mathematics. Teachers will also collaborate to develop and pilot solutions to address challenges with implementation given the context of our schools.

GOAL 5: SCIENCE

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

BACKGROUND

Across all of K-12 science we emphasize the three dimensions of science instruction that anchor the NY state science standards and the Next Generation Science Standards: Disciplinary Core Ideas, Cross-Cutting Concepts, and Science and Engineering Practices. We see three-dimensional science instruction using relevant, rigorous, and standards-aligned curriculum as foundational to ensuring we are providing full access to science instruction and experiences that will provide students with the access and opportunity to disrupt the underrepresentation of BIPOC and women in the STEM workforce and equip all students with the conceptual understanding of the natural world and a framework to think scientifically necessary for all members of our society.

At Achievement First elementary schools, the purpose of science instruction is to build a love of science and engineering, and to build content knowledge and skill with science practices. This joint purpose serves to lay the foundation for future science learning.

Our internally-developed NYS P-12 Science Standards-aligned curriculum materials are organized into cohesive units that follow the BSCS 5-E cycle of inquiry. Teachers play the role of facilitator and students, starting in kindergarten, are positioned to ask questions, obtain evidence, and construct explanations. Regular formative assessments to monitor student learning are part of every unit.

A focus in 2023-2024 was ensuring science was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

In 2023-2024, Achievement First Middle Schools began full implementation of OpenSciEd in Grade 6-8. We selected OpenSciEd as it obtained high ratings from EdReports and is aligned to NYS P-12 Science Standards, as well as to our vision for science instruction. Students collaboratively engage in the science practices to work towards explanations of phenomena across units of instruction.

We continued to use our internally-developed curriculum in Grade 5. With this, we intentionally worked to support Grade 5 teachers in teaching in a more phenomena-based way using strategies and tools from OpenSciEd.

To support implementation of OpenSciEd and our Grade 5 curriculum:

- teachers attended 3-days of summer training facilitated by OpenSciEd facilitators

- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an OpenSciEd Implementation Progression from Columbia’s Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as NWEA’s MAP Science Growth to monitor learning across the year. Leaders developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

At our Achievement First high schools, our belief is that science education must include the following:

- INVESTMENT: Teacher and student passion for science is front-and-center
- RIGOR of CONTENT/TASK: The driving investigation question and aligned task are appropriately challenging for remote learning, engaging, and connected to the New York State P-12 Science Learning Standards.
- THINKING: Scholars spend the majority of the lesson in discussion and writing across consistent technology platforms for collaboration and communication. Facilitation of investigation and discussion effectively deepens scholar understanding of science concepts and practices.
- FEEDBACK: There are clearly established and consistently maintained structures for oral and written scholar work within the online platform.
- CULTURALLY RELEVANT: Planning and teaching to integrate social, political, and economic aspects of science issues into existing best practices to support students’ development and maintenance of cultural competence.

In the 23-24 school year, we focused on strengthening the quality of instruction in HS Science classes and tailored our approach to lead to stronger outcomes. Achievement First continued to leverage internally developed curriculum aligned to the demands of regents/AP standards. In order to better support leader & teacher development and progress monitor effective instruction, we increased the number of system-wide walkthroughs and provided monthly training to teachers and leaders, in addition to the robust summer training all attended. This data, coupled with an increase to 3 interim assessments, allowed us to better support teachers and drive learning outcomes. All of these inputs were organized into quarterly continuous improvement cycles. After each cycle, we analyzed and reviewed the data to inform data-driven plans and shifts to strategy moving into the next cycle.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 nd Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	5	42	12	28.6%
	8	64	42	65.6%
	All	106	54	50.9%
Brownsville	5	51	12	23.5%
	8	66	31	47.0%
	All	117	43	36.8%
Crown Heights	5	75	23	30.7%
	8	75	45	60.0%
	All	150	68	45.3%
East New York	5	37	13	35.1%
	8	56	28	50.0%
	All	93	41	44.1%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Grade	Charter School Students in at Least 2 nd Year			All District Students		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	5	42	12	28.6%			
	8	64	42	65.6%			
	All	106	54	50.9%			

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	5	51	12	23.5%			
	8	66	31	47.0%			
	All	117	43	36.8%			
Crown Heights	5	75	23	30.7%			
	8	75	45	60.0%			
	All	150	68	45.3%			
East New York	5	37	13	35.1%			
	8	56	28	50.0%			
	All	93	41	44.1%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

AF Brooklyn K-12 Schools did not meet the absolute proficiency goal for science on the NY State examination. Comparative data is not currently available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

EVALUATION OF THE SCIENCE GOAL

No school met the absolute proficiency goal for science of 75% in 5th or 8th grade. For 8th grade, 2 of the four schools performed within 15% of the goal, specifically Aspire (-9.4%) and Crown Heights (-15%). The other 2 schools performed between 25-28% below the goal for 8th grade.

In comparison to 8th, 5th grade performance was further below the goal. Schools ranged from 51.5-39.9% under goal for 5th grade.

Overall, for proficiency across both 5th and 8th, schools ranged from 24.1-38.2% below goal.

At the time of writing, comparative data is not available so that goal cannot be evaluated.

The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the OpenSciEd curriculum in Grades 6-8 starting in 23-24. This rigorous curriculum increased the quality of science instruction this cohort of students received in 8th grade. Performance likely remains under the goal of 75% as this cohort of students did not have instruction with OpenSciEd in grades 6-7.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

N/A

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

ACTION PLAN

For the year 24-25, we are continuing our implementation of OpenSciEd in Grades 6-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the Grade 8 state science assessment given it assesses learning across Grades 6-8.

Schools will begin implementing OpenSciEd in Grade 5 in January 2025 when the first units are available. This implementation will be supported with professional development, coaching, and observations.

Also in 24-25, all K-4 schools will have a teacher staffing model with science specialists who teach only science in grades 3-4 (with a subset of schools also hiring science specialists for K-2). This staffing change will improve the consistency and quality of science instruction. As a network, we will be evaluating high-quality K-4 science curricula for adoption with the intention of implementing in 25-26 and/or 26-27. Adoption will serve to improve elementary instructional quality and K-8 vertical coherence.

These plans across K-8 science will be furthered through our overall network priority of Excellence in Tier 1 instruction. We are prioritizing development in specific elements of teaching across the year, starting with classroom environment and instructional rigor at the start of the year and expanding to depth of thinking and response to data as the school year progresses. Deans who coach science in grades 5-8 will have monthly professional development days with sessions aligned to these foci. The development will include real-time observations of science classrooms with shared debriefs and planning for next coaching steps, as well as skill-building sessions. K-8 science teachers will also receive aligned professional development-both regularly at their schools as well as at a regional PD day. On the regional PD day, science teachers from across schools will gather in-person to engage in sessions on unpacking upcoming lessons and strong intellectual preparation.

In addition, the network-wide focus on improving chronic absenteeism will ensure students are in school to receive consistent science instruction.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

As part of our assessment strategy, we are adding internally-developed interim assessments at regular intervals in Grade 5-8. This change to interim assessments will provide more specific and actionable data on student learning than NWEA MAP Science Growth which we administered previously. We will strategically and purposefully use data to inform instruction, and monitor progress across grade levels towards our 75% goal.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. The chart below shows which exams were administered by which schools:

Crown Heights	Living Environment Physical Setting/Earth Science Physical Setting/Physics
East New York	Living Environment

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

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	87	3	50.0%
	2019	2022-23	86	0	62	72.1%
	2020	2023-24	70	0	41	58.6%
Crown Heights	2018	2021-22	95	94	0	0.0%
	2019	2022-23	101	7	70	74.5%
	2020	2023-24	130	5	86	68.8%
East New York	2018	2021-22	100	99	1	100.0%
	2019	2022-23	109	25	69	82.1%
	2020	2023-24	106	18	58	65.9%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Science Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The absolute performance of 75% was not met overall or at any individual school. On average, our AF Brooklyn High Schools fell approximately 11% short of this goal.

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the NY State Living Environment Regents administered in 2024 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, teacher turnover in the Life Sciences at 2/3 of the schools may also be playing a role into student data, as $\frac{2}{3}$ of the schools had a teacher with 0-2 years of teaching experience teaching the course.

ACTION PLAN

Starting in the 23-24 school year, Achievement First is implementing OpenSciEd in Grades 9 & 10 in two of our AF Brooklyn high schools.. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow.

OpenSciEd's world-class, Next Generation Science Standards-aligned (NGSS) instructional materials are designed for how students learn science best. Their high-quality, adaptable, full-course curriculum supports equitable science learning through phenomenon-based, three-dimensional units that prioritize student sensemaking and understanding.

OpenSciEd follows strict design specifications to ensure a quality product that engages diverse students, prompts engrossing discourse and supports the teacher in making science come alive. Through student-led discovery, OpenSciEd fosters a classroom culture of equitable participation where students from all backgrounds contribute at high levels and report that others take their ideas seriously.

We are monitoring implementation of OpenSciEd using an Implementation Progression rubric during classroom observations and student learning data from unit assessments and interim assessments. In a series of four improvement cycles across the school year, we are analyzing and responding to the data. Response will include bi-monthly professional learning sessions for leaders, bi-annual professional learning sessions for teachers, as well as targeted support at schools who need additional support. The sessions leaders and teachers attend will be aligned to the overarching focus of Excellence in Tier 1 instruction and focus intentionally on skill building both leaders and teachers and helping leaders do real-time observations of science classrooms with shared debriefs and planning for next coaching steps. We have also developed an intentional plan to weave in regents practice starting in Quarter 1 (where in the past, regents practice began in Quarter 4). This, coupled with a strengthened response to data strategy with stronger systems and structures for leaders to develop, get feedback, and implement their response to data plans after interim assessments, should lead to improved outcomes on state assessments and student preparedness for college/career. We believe that this will support our focus on driving our overall network priority of Excellence in Tier 1 instruction, which will inadvertently further our priority of improving chronic absenteeism.

For schools that are continuing to use the legacy materials, we are ensuring that their needs are also met at our professional development trainings and ensuring that deans have clarity on key look-fors in instruction both for effective instruction overall and regents prep.

GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

BACKGROUND

Our approach to social studies and history instruction helps students understand themselves as part of the narrative of human history to empower them, help them develop their identities, and to provide opportunities for students to grapple with solutions to the increasingly complex problems our society faces. We scaffold our aligned approach from kindergarten through eighth grade so that we can ensure students are prepared for history regents exams in high school.

Specifically, in our elementary schools, we approach social studies using a holistic approach that allows us to integrate elements of project based learning and historical thinking skills into our curriculum so that the knowledge building elements of our ELA curriculum become even more robust and transferable for students.

Our internally-developed curricular materials are aligned to the NY state social studies standards, as well as the NY NextGen standards for literacy.

A focus in 2023-2024 was ensuring social studies was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

Our middle school program continues the vertically-aligned work begun in elementary school by engaging students in an inquiry-based approach to the study of history that prioritizes both content and skills to support students eventual success on the high school history regents exams. We do this by ensuring students are regularly engaging in the disciplinary work of the historian: analyzing and studying primary sources, multimedia, maps, and rich secondary accounts while developing their thinking through written work.

We have developed an internally-designed curriculum that is aligned to the NY state social standards. We have further refined our approach to assessment by developing a set of internal standards for historical thinking that are aligned to both the NY NextGen literacy standards, as well as the Advanced Placement historical thinking standards. Our students are assessed on these standards four times each year. We have also integrated elements of project based learning into the curriculum and each unit of study in our middle schools culminates in a full project based learning experience designed to help students understand how history remains relevant in the present day. By merging more traditional modes of assessment with project based learning, we are able to support our students' social and emotional development, while continuing to prioritize the content and skills to help students succeed on history regents exams and beyond.

In the 2023-24 school year, we continued to focus our professional development on developing our teachers content and pedagogical knowledge through a series of professional development sessions focused on unit unpacking, preparing and internalizing daily lessons, and analyzing student work. We worked with school leaders to help develop their capacity to support implementation of the middle school history and social studies program.

The AF high school history program continues to offer fully network supported courses in AP Government and Politics, AP US History, AP World (Modern), US History, World History, African American and LatinX Studies, and Diaspora. The most significant shifts in school year 2023-2024 were (1) the addition of a fully supported Government and Economics course, with internal network curriculum adapted from the New York City public schools *Passport to Social Studies* "Government and Economics curricula," and (2) we no longer support the traditional "Ancient Pathways" course for 9th grade, and instead exclusively support Diaspora for grade 9 history with an internally developed curriculum. In

school year 2023-2024, we also fully adopted the History Essential Learning Outcomes, a set of unified standards piloted in school year 2022-2023 that aim to unify our AP and non-AP courses across Rhode Island, Connecticut, and New York. Data from network-wide assessments was used to track progress against these outcomes and in work with school leaders in planning response to data. The Essential Learning Outcomes were developed using the history standards and frameworks from New York, Connecticut, and Rhode Island, as well as the national C3 Framework, and the NY NextGen Standards for Reading and Writing in History.

The core of the AF high school history program strives to support the development of historical reasoning and argumentation skills through inquiry-based, student-centered, high discourse instruction. Daily instruction in secondary history is typically inquiry-based, student centered, and rooted in student discourse; scholars perform an investigation into a central historical question using multiple documents, or they close-read a text seeking to stake a historical claim about the past using evidence from the text. Central historical questions prompt scholars to practice historical thinking skills: causation, continuity and change over time, comparison, historical contextualization, empathy, sourcing, corroboration, reconciliation, and argumentation. Building of understanding means instruction that grounds concrete knowledge in larger concepts so that students can make connections, apply ideas, and draw new conclusions. Our focus on conceptual understanding is in line with the most recent revisions of the College Board's AP history frameworks, with the NY NextGen push toward deeper understanding, and with David Conley's scholarship on how knowledge is cemented. It also promotes investment, achievement, and college-readiness, while empowering scholars with core understandings about our nation and world and improving their word/world knowledge toward increased literacy. The AF history program views history courses as a critical lever for the development of disciplinary literacy and college-ready literacy and writing skills.

Professional learning for history teachers in school year 2023-2024 focused on developing instructional pedagogies to support the development of adolescent literacy and disciplinary literacy through close reading primary and secondary sources and direct instruction in vocabulary in the history classroom. We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

Social Studies Measure 1 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher.

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These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	91	0	0.0%
	2019	2022-23	86	85	0	0.0%
	2020	2023-24	70	0	54	77.1%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	100	0	0.0%
	2020	2023-24	130	33	6	6.2%
East New York	2018	2021-22	100	100	0	N/A
	2019	2022-23	109	101	2	25.0%
	2020	2023-24	106	1	39	37.1%

Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	2	66.7%
	2019	2022-23	86	85	1	100.0%
	2020	2023-24	70	0	52	74.3%
Crown Heights	2018	2021-22	95	95	0	N/A
	2019	2022-23	101	97	2	50.0%
	2020	2023-24	130	1	80	62.0%
East New York	2018	2021-22	100	100	0	N/A
	2019	2022-23	109	100	7	77.8%
	2020	2023-24	106	1	65	61.9%

Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

Overall, the high school Social Studies goal was not met. While Brownsville met Measure 1 with 77.1% of students achieving a 65% or higher on the US History Regents exam, the majority of measures were not met across cohorts, and none of our schools met measure 2. Our schools are not held accountable for Measures 2 and 4.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: YES Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of	N/A

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	65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

For Measure 1, Crown Heights and East New York cohorts fell significantly short of meeting the 75% measure. In both school year 2021-2022 and 2022-2023, still impacted by disrupted education during the pandemic, the vast majority of students received a waiver for this exam as seen in the 2018 and 2019 cohorts from Brownsville, Crown Heights, and East New York. The vast majority of students across those cohorts received waivers and did not take the exam. In 2023-2024, all or most students from the 2020 cohorts across school took the exam, and around $\frac{1}{4}$ to $\frac{1}{3}$ of students taking the exam scored a 65% or better, falling between 40-50% short of the measure.

No schools met measure 3, however, Brownsville came within 7/10ths of a percentage point from meeting the measure. Crown Heights and East New York were further from meeting the measure, 13 and 13.1 percentage points respectively.

Our schools are not held accountable for Measures 2 and 4.

Despite challenges in meeting the measures outlined in this report, the network did see an overall 10% increase in proficiency on the Global Regents across schools from 2022-2023 (55% scoring a 65%+) to 2023-2024 (64% scoring a 65%+). This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in our social studies program.

ADDITIONAL CONTEXT AND EVIDENCE

Similarly to Measure 1, for Measure 3 the majority of students in the 2018 and 2019 cohorts received waivers for the exams and therefore the data sets for Brownsville cohorts those years are quite small, and no students sat for the exams in those cohorts in Crown Heights or in East New York. This makes comparisons across years more challenging.

In the last three years our schools have also experienced a significant amount of teacher turnover across social studies classes, with many newer teachers (less than 5 total years in the teaching profession) teaching classes that terminate in Regents exams (Global and US History). Teacher experience may have some influence over student outcomes on Social Studies Measures.

ACTION PLAN

The AF high school history program now has central network curricula and is fully supporting a core Social Studies (History) program, aligned to the NY State 9-12 Social Studies Framework and the Global and US History Regents exams. We have developed Fundamentals for Instruction (FOIs) for History, to better communicate the vision for history instruction and to help teachers and deans unpack curriculum and plan lessons that focus on historical thinking and disciplinary literacy as the consistent driving force behind history instruction. As part of our professional learning strategy, we are training teachers and deans in the skillful application of FOIs as tools for planning lessons and observing and reflecting on instruction.

This year, we have anchored professional learning for teachers in a foundation of strong planning from network curriculum. We also focused on modeling as a core instructional move for supporting student development with reading, writing, and historical thinking skills. Our 24-25 teacher development scope and sequence includes plans to continue to develop teacher skills with modeling across the year, with a focus on modeling historical thinking and writing historical arguments.

In addition, academic deans receive targeted coaching and development directly from Team Teaching and Learning. This coaching and development looks like 90 minutes per month of in-person professional learning aligned with their teacher teams' content and curricula. This means academic deans coaching history teachers receive professional learning to support them in coaching teachers specifically in skillful and impactful planning and implementation of the history curricula in alignment with the program vision and the FOIs.

In addition, we have undertaken revisions to the 9th grade Diaspora World History curriculum, an internally developed course and curriculum, to better align with the Social Studies Practices articulated in the NY State 9-12 Social Studies Framework, and the NY State Next Generation Standards for Literacy in History/Social Studies. In addition, we are strengthening the quality of process-based unit assessments in the 9th grade curriculum to ensure that students are developing their historical writing skills across all units of instruction in a systematic way, including direct instruction in key writing skills and targeted feedback aligned to unit writing goals and NY NextGen Writing standards in History/Social Studies. In addition to the process-based writing assignments, we have also ensured that students have multiple "at bats" in every unit to develop their writing skills over time as they respond to focused and aligned key prompts across units.

We will continue to leverage internally assessments, designed to align to the appropriate Regents exams, to track student progress on these assessments across the year, as well as track data against the Essential Learning Outcomes, the unifying network Social Studies Standards aligned to the NY 9-12 Social Studies Framework, the C3 Framework, and the NY NextGen Standards for Literacy and Writing in History/Social Studies.

We have also developed a "working group," or PLC composed of four history teachers from across the network who are being developed as "model history teachers." These model teachers will engage in lesson studies around core skills of "building background and context" and "scaffolding" to ensure access

for all learners to rigorous nonfiction texts and primary sources. The outputs of the working group include model video of history instruction, model lesson plans, and a library of published resources teachers can leverage to create access for all learners in their own classrooms.

We are collaborating directly with schools to look at instruction, track teacher progress, and develop actionable “next steps” through quarterly walkthroughs aligned to “Arc Priorities.” Arc Priorities are prioritized sets of indicators on the AF Essentials Rubric, for each quarter, that provide a focus on a narrower subset of instructional indicators. During walkthroughs, members of the network team and school leaders observe instruction, debrief trends, and align on action steps, providing the opportunity to track teacher progress with new instructional approaches, gather data and identify trends in areas of strength and opportunity, and collaboratively plan for supporting teachers and deans in moving instruction forward. Walkthrough observations are anchored in the AF Essentials Rubric and the High School History FOIs, ensuring we have a common language to talk about excellent instruction in history and the curricula. The AF Essentials Rubric anchors how we observe and discuss content-agnostic instruction, and the High School History Fundamentals of Instruction (FOIs) anchor how we observe and discuss curriculum and discipline-specific pedagogy as it relates to the vision for instruction in the high school history program.

Finally, we have begun the process of researching and investigating external curriculum options where available in order to consider courses that might benefit from strong external curricula where it is available.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

	Year	Status
Aspire	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A

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Brownsville	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A
Crown Heights	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A
East New York	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A

ADDITIONAL CONTEXT AND EVIDENCE

N/A