

**Achievement First Brooklyn  
Legacy Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 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

Charter	Principal
Legacy	Jessica Eddy served as the Elementary School principal from 2021 until April of 2023. Director of School Operations Ashley Wilson served as the Interim Principal through the end of the school year.

## SCHOOL OVERVIEW

The mission of Achievement First schools is to deliver on the promise of equal educational opportunity for all of America's children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. We prepare our students to deepen their knowledge of self and community, to excel at college, career and life, and to lead lives of purpose and leadership.

AF Legacy Elementary opened in Fall 2021 and serves K-2 students.

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. 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 considering adoption of externally created high-quality instructional materials in elementary school math and science over the next several years. 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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	88													88
2022-23	62	91												153
2023-24	62	54	79											195

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

At Achievement First elementary schools, 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 elementary 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 Common Core 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:

- Universal Screeners: mCLASS (3x; BOY, MOY, EOY)
- Foundations: Unit Exams
- Wit and Wisdom: New Reads, Focusing Question Tasks, End of Module Tasks

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

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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.

### METHOD

During the 23-24 school year, K-2 students were assessed using mCLASS at the beginning, middle, and end of the school year.

### RESULTS AND EVALUATION

At the completion of the 23-24 school year, 71.3% of students at Legacy Elementary School were at or above benchmark on the mCLASS assessment. Additionally, 53% of students who were assessed at the beginning of the year and end of the year on mCLASS were at or above average growth.

#### Performance - Percentage of All Scholars at Benchmark on mCLASS Composite Score

Data By	% Meeting Benchmark	Above Benchmark	At Benchmark	Below Benchmark	Well Below Benchmark
LGES K	77.4%	35.5%	41.9%	8.1%	14.5%
LGES 1st	82.0%	50.0%	32.0%	6.0%	12.0%
LGES 2nd	60.2%	28.9%	31.3%	18.1%	21.7%
Average		36.4%	34.9%	11.8%	16.9%

#### Growth - % of Scholars by mCLASS Yearlong Zones of Growth

Data By	Period	% At or Above Average Growth..	# of Students	Well Above Average	Above Average	Average	Below Average	Well Below Average
LGES K	EOY 2023-2..	51%	59	11.9%	11.9%	27.1%	30.5%	18.6%
LGES 1st	EOY 2023-2..	55%	47	21.3%	8.5%	25.5%	19.1%	25.5%
LGES 2nd	EOY 2023-2..	53%	76	13.2%	15.8%	23.7%	15.8%	31.6%
Average				14.8%	12.6%	25.3%	21.4%	25.8%

### ADDITIONAL CONTEXT AND EVIDENCE

n/a

### 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.

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 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, 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 the dean cohort once per month, leader pods occurring 4x a year, and a day long Day of Practice for all leaders and teachers.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

In the K-2 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.

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

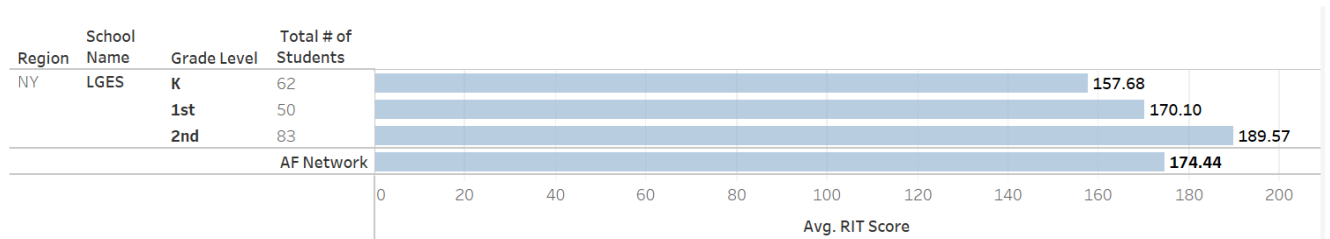
In order to support our schools in achieving student achievement goals , we strategically mapped out professional learning opportunities for both school leaders and teachers focused on the following key components:

- 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

## METHOD

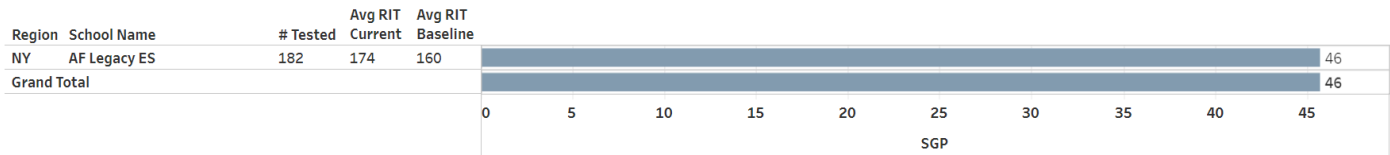
The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. Students at Legacy Elementary were assessed in the Fall and Spring on the Math Survey.

## RESULTS AND EVALUATION



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Student achievement scores for AF Legacy Charter shows that in the Spring assessment window for school year 23-24, the average RIT score for kindergarten was 157.68, which is above the NWEA mathematics student achievement norms for spring of 157.11. Additionally, our 2nd grade Average RIT of 189.57 at the EOY 2024 is above the NWEA norms for 2nd grade at 189.42. And in 1st grade, our average RIT of 170.10, is below the NWEA norm of 176.40.



The student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). Our students averaged in the 46th percentile score, indicating growth in Math at Legacy was greater than 46 percent of similar students taking MAP Math on average.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ACTION PLAN

In the K-2 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.

Deans who coach math across grade K-2 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-2, deans and teachers will analyze data trends for their students to create actionable data plans for student learning.

## GOAL 3: SCIENCE

### Goal 3: Science

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

### BACKGROUND

N/A



## METHOD

N/A

## RESULTS AND EVALUATION

N/A

## ADDITIONAL CONTEXT AND EVIDENCE

N/A

## ACTION PLAN

N/A

## GOAL 4: ESSA

## Goal 4: ESSA

## Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Legacy Elementary school received a Comprehensive Support and Improvement Status for 22-23 based on results from 21-22. According to NYSED, Legacy made progress toward improvement based on self-assessment results. Results are not yet available for 2023-24.

## Accountability Status by Year

Year	Status
2021-22	N/A
2022-23	Comprehensive Support and Improvement
2023-24	N/A

## ADDITIONAL EVIDENCE

N/A