



Achievement First Charter Schools

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2025

By Min Kwon

Charter Name	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Diaz, Associate Chief of Academics, and Meaghan Ross, Team Systems & Data Director, prepared this 2024-25 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)
Brandon Sorlie	Chair	Academic, Executive
Paul Cabana	Vice Chair	Executive
Christopher J. Lynch	Treasurer	Executive, Finance, Facilities
Akeem Frett	Secretary	Executive
Tamika Bradley	Parent Representative	Facilities
Romy Coquillet	Trustee/Member	Academic, Finance, Facilities
Desiree Dalton	Parent Representative	Academic
Andrea Kilpatrick	Trustee/Member	Academic
Erica Murphy	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
David Pollack	Trustee/Member	Finance
Amy Arthur Samuels	Trustee/Member	Academic, Executive
Keith Brooks	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 middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
Crown Heights	Mallory Bodhuin has served as the elementary school principal since 2023. Don Hardin has served as the middle school principal since 2024. 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. Aspire opened 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 2024-25 school year, AF continued implementation of externally developed high-quality instructional materials in ELA, math, and science in middle school and in ELA and math in Elementary School. We have also adopted curricula in our high school English, math, and science courses. 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. This work 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
Aspire	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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	2024-25	52	52	49	61	48	74	85	74	72	95	105	104	61	932
Crown Heights	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
	2024-25	33	52	49	80	72	85	94	83	87	191	171	169	145	1311
East New York	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
	2024-25	66	76	81	79	74	56	60	61	56	120	119	104	101	1053

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
	2024-25	2021-22	2021	58	0	58
Crown Heights	2022-23	2019-20	2019	101	1	100
	2023-24	2020-21	2020	130	0	130
	2024-25	2021-22	2021	146	7	139
East New York	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	106	1	105
	2024-25	2021-22	2021	103	3	100

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 at any school. The 2021 Total Cohort consists of all students, based on last

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 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	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
	2024-25	2021-22	2021	57	1	58
Crown Heights	2022-23	2019-20	2019	100	0	100
	2023-24	2020-21	2020	130	1	131
	2024-25	2021-22	2021	139	1	140
East New York	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	105	1	106
	2024-25	2021-22	2021	106	0	106

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	2022-23	2018-19	2018	N/A	N/A	N/A
	2023-24	2019-20	2019	N/A	N/A	N/A
	2024-25	2020-21	2020	N/A	N/A	N/A
Crown Heights	2022-23	2018-19	2018	95	0	95
	2023-24	2019-20	2019	99	1	100
	2024-25	2020-21	2020	127	4	131
East New York	2022-23	2018-19	2018	100	0	100
	2023-24	2019-20	2019	109	0	109
	2024-25	2020-21	2020	104	0	104

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

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 2024-25

	Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
Aspire	2023	82	91.5%
	2024	73	93.2%
Crown Heights	2023	171	81.9%
	2024	155	70.3%
East New York	2023	115	89.6%
	2024	109	97.2%

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 through at least 2021-22, some second year cohorts may 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 2025, the 2023 Cohort will have completed its second year.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	2021	2022-23	58	67.2%
	2022	2023-24	105	54.3%
	2023	2024-25	82	40.2%
Crown Heights	2021	2022-23	140	52.1%
	2022	2023-24	166	47.0%
	2023	2024-25	171	29.2%
East New York	2021	2022-23	108	43.5%
	2022	2023-24	108	75.0%
	2023	2024-25	115	53.9%

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 specific graduation requirements appear in this document above the graduation goal.

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	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
	2021	2024-45	58	56	96.5%
Crown Heights	2019	2022-23	100	96	96.0%
	2020	2023-24	131	121	92.4%
	2021	2024-45	140	121	86.4%
East New York	2019	2022-23	109	104	95.4%
	2020	2023-24	106	99	93.4%
	2021	2024-45	106	91	85.8%

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	2018	2022-23	N/A	N/A	N/A
	2019	2023-24	N/A	N/A	N/A

¹ These data reflect August graduation rates.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	2020	2024-25	N/A	N/A	N/A
Crown Heights	2018	2022-23	95	95	100%
	2019	2023-24	100	99	99.0%
	2020	2024-25	131	125	95.4%
East New York	2018	2022-23	100	100	100%
	2019	2023-24	109	109	100%
	2020	2024-25	104	103	99%

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 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 (District 19)	2019	2022-23	N/A	N/A	N/A	1,360	85%
	2020	2023-24	N/A	N/A	N/A	1,254	84%
	2021	2024-25	58	56	96.5%		
Crown Heights (District 17)	2019	2022-23	100	96	96.0%	1,832	81%
	2020	2023-24	131	121	92.4%	1,686	81%
	2021	2024-25	140	121	86.4%		
East New York (District 19)	2019	2022-23	109	104	95.4%	1,360	85%
	2020	2023-24	106	99	93.4%	1,254	84%
	2021	2024-25	106	91	85.8%		

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.

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 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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 Crown Heights: NO 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 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: 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 Crown Heights: YES East New York: YES
Comparative	Each year, the percentage 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: 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 Crown Heights: N/A East New York: N/A

EVALUATION OF THE GRADUATION GOAL

Almost all AF Brooklyn high schools met 4/5 of the applicable measures of the high school graduation goal.

For **Graduation Goal Measure 1** 2 out of 3 NY Charters met this measure for the 2024-2025 school year. On average, over 87% of students in first and second year cohorts earned the number of credits required to be promoted. Four out of six cohorts exceeded the 75% goal by at least 15 percent and three out of six cohorts exceeded the 75% goal by more than 15%.

Graduation Goal 2 was not met. No cohort had at least 75% of students in their second year score at least proficient on three different Regents exams.

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 all cohorts.

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. Data is not yet available for the 2021 cohort at the comparison district schools.

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 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. The 2021 accountability cohort represents our most COVID-disrupted student population, having experienced entirely remote instruction during their freshman year (2021-22). Additionally, this cohort did not experience formal high-quality external curriculum implementation until their senior year (2024-25), missing the foundational curriculum development that occurred during Years 1-2 of implementation in grades 9-10.

We have continued to prioritize the adoption of external High Quality Instructional Materials in ELA and Math 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.

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 across the board.

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, StudySync for ELA, and OpenSciEd for Science courses will bring continued long-term improvement. At the same time, our schools continue to refine and execute their intensive plans to address chronic absenteeism, which has been significantly impacting student achievement and inhibiting access to Tier I instruction.

More detail is available in the subject-specific sections below, but our strategy at a high level consists of targeted interventions focusing on instructional intensification, systematic skill development, and enhanced support for students approaching proficiency.

For example, entering Year 3 of formal StudySync implementation for grades 9-10 and Year 2 for grades 11-12, we will implement enhanced Regents preparation throughout all ELA 2 (grade 10) units. Unit revisions include explicit exam preparation integrated from year beginning, with graduated intensity approaching testing dates. Key components include Regents-aligned daily openers, modified assessments incorporating exam formatting, targeted literary analysis practice addressing identified skill gaps, and comprehensive writing skill development. We will replace the StudySync IA2 assessment with a mock Regents exam in January, providing more authentic practice.

In addition, teacher coaching visits will increase from monthly to bi-weekly. The network-wide focus on Arc of the Year priorities—Rigor, Thinking, and Feedback—will be implemented through monthly development sessions ensuring classrooms meet grade-level standards, facilitate student-centered learning, and provide systematic feedback addressing identified skill gaps.

In Math, 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.

GOAL 2: COLLEGE PREPARATION

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. Aligned to four critical pillars, the college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each pillar 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 pillar: (1) Academic Preparation & College Readiness (2) College & Career Exposure and Experiences (3) Match & Fit Advising, and (4) Alumni Support and

Success.. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from a post-secondary path that allows for a choice-filled life.. 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 former 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 25-26, we will continue to maintain a partnership with the National Education Equity Lab with the high school within our East New York Charter. 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. The high school in our Crown Heights charter enrolled students through CUNY College Now during SY 24-25.

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:

- **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,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

	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	51	18	35.2%
	College & Career Readiness Benchmark on SAT	54	10	18.5%
	Overall	56	20	35.7%
Crown Heights	Passing an AP exam with a score of 3 or higher	105	56	53.3%
	College & Career Readiness Benchmark on SAT	113	17	15.0%
	Overall	121	56	46.3%
East New York	Passing an AP exam with a score of 3 or higher	88	66	75.0%
	College & Career Readiness Benchmark on SAT	88	23	26.1%
	Overall	91	66	72.5%

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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.

³ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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 Year⁴

	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	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A
Crown Heights	2019	2022-23	100	91	91%
	2020	2023-24	131	109	83%
	2021	2024-25	N/A	N/A	N/A
East New York	2019	2022-23	109	105	96%
	2020	2023-24	104	85	82%
	2021	2024-25	N/A	N/A	N/A

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: 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 Crown Heights: YES East New York: YES

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 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.

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 3% of the goal measure, improving 10% compared to the previous year. 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.

In the past, all of our NY Achievement First HS Cohorts met **College Preparation Goal 4** by wide margins. We don't yet have 2024-25 data. 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

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.

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 are the gaps in their academic foundation. 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 worked to increase the amount of coaching and support available to teachers, increasing the frequency of school visits and professional development opportunities. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes.

GOAL 3: ENGLISH LANGUAGE ARTS

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 2024-25 school year, our schools continued implementing the new high-quality instructional materials (HQIM) that we implemented in 2023 -24 including:

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

We continue to believe these are the best HQIM for our students and achieving our achievement goals because it is:

- 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 NYSE
- Highly rated in EdReports
- Aligned with NY NextGen Standards
- W&W supports foundational reading skills across grades K through 4, and continues to build on those skills and critical thinking in grades 5-8.
- 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
- Includes regular formative and 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 (K-4), iReady, and STAR (5-8) (3x; BOY, MOY, EOY)
- Foundations (K-3): Unit Exams
- Wit and Wisdom: New Reads, Vocabulary Assessments, Focusing Question Tasks, End of Module Tasks
- Gr 3-8: Interim Assessments and Mock Exam (used as proxies for NYSE state exams) and short bi-weekly quizzes (aligned to the State exams, prioritizing the standards taught in the Wit in Wisdom). The IAs and Mocks are predominantly built from released items for nyEngage.

In 2024-25, the professional development shifted from ensuring that teachers taught the new curriculum with fidelity and integrity, to stronger internalization and responding to student data in class. Teachers attended sessions developing their skills in identifying the purpose of each lesson and how the different parts of the lesson connect to the purpose. Leaders were developed on how to use data to inform the purpose and individualized instruction, and how to coach their teachers to use their data to inform instructional planning. All of this was grounded in maintaining the rigor and goal of the lessons as defined by the HQIM, while also ensuring teachers were responding to students' needs.

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, and then moved to full-scale supported implementation across grades 9-12 in school year 2024-2025. 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. We heard feedback throughout the year about a need for greater support from network for novel study units, and this feedback informed a shift in our approach in school year 2024-2025 to aligned units, and aligned versions of units, across all schools and grades in the network, with the network high school ELA team providing daily lesson resources for the novel study unit selections. In addition, in school year 2025-2026, the network team is responding to ongoing data by producing more robust resources to support close reading cycles across grades and units.

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 moved to fully implement EWPs across all grades and units. Schools received data support on demand and developed and instituted data-based plans to support continuous improvement with process-based writing projects. Additionally, in 2025-2026, schools are now taking mandatory mid-unit formatives that are aligned to the HS ELA Regents in both standards assessed and format to support shorter cycles of improvement that will lead to higher performance on the Regents in June. In this way, our schools are making data-informed instructional choices throughout the school year to support learning for all.

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 and ongoing 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. This year, we have layered in enhanced close reading supports, which include a streamlined set of text-dependent questions that span from the first-read lesson to the close-read lesson, skill models and practice opportunities, both multiple choice and open-ended that support students’ building of the

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

modeled skill, and sample proficient responses with scoring notes to support normed evaluation of students’ analytical writing at the end of each close reading cycle in the unit.

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.

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.

2024-25 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	55	1	7		1			64
	4	44		4					48
	5	72						1	73
	6	78				3			81
	7	71				2		1	74
	8	66	2			1		1	70
	All	386	3	11		7		3	410
Crown Heights	3	77	1	6					84
	4	67		3					70
	5	79	1	1					81
	6	92	2	1					95
	7	78	2	1					81
	8	81	1	3				1	86
	All	474	7	15				1	497
East New York	3	75	1	3					79
	4	70		4					74
	5	54							54
	6	60							60
	7	62							62
	8	55		1					56
	All	376	1	8					385

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁵

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	55	40	72.7%	51	38	74.5%
	4	44	33	75.0%	44	33	75.0%
	5	72	28	38.9%	40	18	45.0%
	6	78	35	44.9%	59	28	47.5%
	7	71	37	52.1%	59	34	57.6%
	8	66	39	59.1%	57	36	63.2%
	All	386	212	54.9%	310	187	60.3%
Crown Heights	3	77	54	70.1%	67	49	73.1%
	4	67	51	76.1%	59	50	84.7%
	5	79	40	50.6%	68	38	55.9%
	6	92	51	55.4%	80	42	52.5%
	7	78	42	53.8%	69	37	53.6%
	8	81	60	74.1%	75	58	77.3%
	All	474	298	62.9%	418	274	65.5%
East New York	3	75	50	66.7%	69	46	66.7%
	4	70	52	74.3%	68	50	73.5%
	5	54	29	53.7%	41	23	56.1%
	6	60	33	55.0%	52	29	55.8%
	7	62	41	66.1%	59	38	64.4%
	8	55	26	47.3%	51	26	51.0%
	All	376	231	61.4%	340	212	62.3%

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 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

⁵ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 250.⁶

English Language Arts 2024-25 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	386	17.9%	27.2%	32.9%	22.0%

$$PI = 0 * 17.9 + 1 * 27.2 + 2 * 32.9 + 2.5 * 22.0 = 148$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	474	14.1%	23.0%	39.0%	23.8%

$$PI = 0 * 14.1 + 1 * 23.0 + 2 * 39.0 + 2.5 * 23.8 = 160.5$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	376	16.0%	22.6%	38.6%	22.9%

$$PI = 0 * 16.0 + 1 * 22.6 + 2 * 38.6 + 2.5 * 22.9 = 157$$

ELA 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 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.⁷

2024-25 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

⁶ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	74.5%	51	54.0%	1217
	4	75.0%	44	49.0%	1185
	5	45.0%	40	55.7%	1201
	6	47.5%	59	37.8%	1086
	7	57.6%	59	39.2%	1251
	8	63.2%	57	39.2%	1282
	All	60.3%	310	45.8%	7222
Crown Heights (District 17)	3	73.1%	67	61.1%	887
	4	84.7%	59	59.3%	816
	5	55.9%	68	59.6%	937
	6	52.5%	80	52.7%	867
	7	53.6%	69	54.4%	1041
	8	77.3%	75	50.6%	965
	All	65.5%	418	56.1%	5513
East New York (District 19)	3	66.7%	69	54.0%	1217
	4	73.5%	68	49.0%	1185
	5	56.1%	41	55.7%	1201
	6	55.8%	52	37.8%	1086
	7	64.4%	59	39.2%	1251
	8	51.0%	51	39.2%	1282
	All	62.3%	340	45.8%	7222

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	94.1	450.0	437.3	1.30
	4	88.1	442.0	439.5	0.24
	5	91.5	437.0	437.0	0.00
	6	81.6	443.0	439.4	0.36
	7	90.4	452.0	443.4	0.92
	8	85.5	460.0	444.8	1.54
	All	87.9	447.6	440.5	0.72
Crown Heights	3	84.5	450.0	439.1	1.13
	4	90.1	454.0	439.1	1.43
	5	89.1	442.0	437.6	0.46
	6	90.9	443.0	437.7	0.56
	7	87.0	454.0	443.9	1.08
	8	87.5	457.0	444.4	1.27
	All	88.3	449.0	440.3	0.97
East New York	3	84.5	448.0	439.1	0.92
	4	94.2	447.0	438.3	0.81
	5	88.1	439.0	437.8	0.12
	6	90.3	444.0	437.8	0.65
	7	90.3	444.0	443.4	0.06
	8	84.1	455.0	445.0	0.99
	All	88.7	446.2	440.0	0.62

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

the same 2022-23 score are ranked by their 2023-24 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.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	47.1	50.0
	5	44.7	50.0
	6	48.5	50.0
	7	64.6	50.0
	8	58.2	50.0
	All	52.6	50.0
Crown Heights	4	45.8	50.0
	5	35.9	50.0
	6	52.1	50.0
	7	56.1	50.0
	8	51.9	50.0
	All	48.2	50.0
East New York	4	51.1	50.0
	5	38.3	50.0
	6	56.0	50.0
	7	45.6	50.0
	8	47.5	50.0
	All	48.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

mCLASS (K-4)

Percent Proficient for 2024-25 mCLASS

	Grades	Percent Proficient BOY	Percent Proficient EOY	Percentage Point Difference
Aspire	K	45.1%	74.0%	+28.9
	1	54.9%	74.1%	+19.2
	2	68.8%	87.5%	+18.7
	3	61.3%	82.5%	+21.2
	4	72.3%	83.0%	+10.7
	All		60.2%	80.2%
Crown Heights	K	54.5%	87.9%	+33.4
	1	69.2%	83.0%	+13.8
	2	81.6%	94.1%	+12.5
	3	69.6%	85.5%	+15.9
	4	73.6%	91.3%	+17.7
	All		70.9%	88.2%
East New York	K	42.2%	88.3%	+46.1
	1	45.3%	82.9%	+37.6
	2	59.8%	79.7%	+19.9
	3	62.0%	75.9%	+13.9
	4	60.8%	75.3%	+14.5
	All		54.5%	80.1%

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 2024-25 STAR Reading Assessment By All Students

	Grades	Median Growth Percentile	Number Tested
Aspire	5	38	67
	6	58.5	76

	Grades	Median Growth Percentile	Number Tested
East New York	5	43	51
	6	54	55

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	7	58	67
	8	38.5	64
	All	49	274
Crown Heights	5	21	80
	6	46	93
	7	49	77
	8	51	75
	All	40	325

	7	42	55
	8	37	55
	All	44	216

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome Met
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 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 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 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 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 Crown Heights: NO East New York: NO
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 Crown Heights: YES East New York: YES
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: NO Crown Heights: NO East New York: NO

EVALUATION OF ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures; the network met 4 of the 7 measures.

No school met the goals for measure 1. However, in K-8, the percentage of students scoring proficient on the State English and Language Arts Exam enrolled in 'at least their second year' is greater than the percentage of 'all students' who scored proficient (Aspire +5.4%, Crown Heights +2.6%, East New York +0.9%). Students who have been enrolled for more than one year consistently outperform the overall student population, showing higher proficiency rates across nearly every grade and campus. This suggests that continued enrollment at our schools directly supports stronger ELA outcomes.

3/3 schools met measure 2; each school exceeded the performance index meaning they met the state's accountability target for English and Language Arts (Aspire +30.9, Crown Heights 43.4%, East New York +39.9).

3/3 schools met measure 3; students who are enrolled in all three AF schools consistently outperformed their district peers (Aspire +14.5%, Crown Heights +9.4%, East New York +16.5%). At Aspire, all students outperformed their peers in every grade except grade 5 (45.0% v. 55.7%). Crown Heights has students outperform their districts in all grades. At East New York, students outperformed their peers in all grades except grade 5 (within 0.4). This supports the idea that students who stay at AF longer achieve stronger ELA results than the district average.

3/3 schools met measure 4; all three outperformed expectations for economically disadvantaged students, with positive effect sizes (Aspire 0.72, Crown Heights 0.97, East New York 0.62). At Aspire, grade 3 (1.30), grade 7 (0.92) and grade 8 (1.54) were standout grades. Crown Students saw gains across all grades, with significant effects in grade 4 (1.43), grade 7 (1.08) and grade 8 (1.27). East New York also saw a positive effect size in all grades, with significant effect sizes in grade 3 (0.92) and grade 8 (0.99). AF are achieving much more than demographic alone would predict at all three charters.

1/3 schools met measure 5. Aspire is the only school to exceed the state benchmark (+2.6) with that growth being largely driven by grades 7 and 8. Crown heights did not meet the growth benchmark (-1.8). However, grades 6, 7 and 8 exceeded the target (+2.1, +6.1, +1.9, respectively). East New York did not meet the growth benchmark (-1.8). Grade 5 is a common weak spot across campuses. This is the grade our students transition from elementary school to middle school. Their days are structured differently and a lot is new; this is seen as an 'adjusting year.' This may contribute to lack of growth across campuses.

3/3 schools exceeded the growth goal for mCLASS (measure 6). Aspire (+20) exceeded the growth goal in all five grades (ranging from +10.7 [4th grade] to +28.9 [Kindergarten]). Crown Heights (+17.3) exceeded the growth goal in all five grades (ranging from +12.5 [2nd grade] to +33.4 [Kindergarten]). East New York (+25.6) exceeded the growth goal in all five grades (ranging from +13.9 [3rd grade] to +46.1 [Kindergarten]). All three campuses saw the most significant growth in Kindergarten. Based on internal analysis in partnership with Amplify, all schools' growth outpaced the growth of the nation. Our work with Foundations, Heggerty and Geodes, in addition to Wit and Wisdom is a massive contributor to this growth. Additionally, teachers and school leaders received development in data driven instruction based on mCLASS data at least twice a year.

No schools met measure 7. Aspire showed very mixed performance. While grades 7 and 8 met the growth goal (58.5, 58, respectively), grades 5 and 8 were significantly below the target (38, 38.5, respectively). Aspire as a charter fell just short of the goal (49). At Crown Heights, grade 8 met the growth goal (51), but the school did not (40), and was significantly below in grade 5 (21). Grade 6 met the growth goal at East New York (64), but the school did not (44). While our performance on STAR is higher than it was prior to the Covid pandemic, there is still much work to do. We need to continue to prioritize Tier 1 instruction and continue to develop Lexia across the campuses. This will lead to more gains.

ADDITIONAL CONTEXT AND EVIDENCE

In interpreting these ELA results, it's important to note that all campuses faced significant technical disruptions during the first week of state testing. The online platform repeatedly failed, forcing schools to attempt log-ins multiple mornings (and multiple times each morning) only to be kicked off or delayed. As a result, some classrooms spent entire days trying to test, while others had to reschedule for the week after Spring Break or even later. This created a highly irregular and stressful testing environment particularly for elementary students, many of whom were taking a computer-based state exam for the first time. These conditions likely introduced additional variability into scores.

ELA ACTION PLAN

While student growth is encouraging, our ELA program still falls short of absolute proficiency targets.

Beginning in 2024-25, reading continues to be a multi-year network priority, beginning in 2024–25. Lexia PowerUp was implemented in almost all of our 5-8 schools, and the Senior Director of K-12 Reading, will continue to monitor fidelity and develop teachers, school leaders and network leaders on the best way to use this program. This will be Year 2 of this program in most of our schools and the trainings are getting more and more targeted to ensure this is effective for our struggling readers. This work continues to be done in close collaboration with Special Services to train leaders and teachers for effective implementation.

The Elementary Teaching & Learning team will continue to support K-4 schools with mCLASS data and analysis to strengthen early-literacy outcomes. Additionally, in 2025-26, we are introducing the iReady Reading assessment in all of our K-4 schools, specifically for grades 2-4. This adaptive assessment adjusts the difficulty of questions in real times and pinpoints each student's current level and growth over time. Additionally, it recommends targeted instruction or interventions to close gaps. In our analysis, we felt that mCLASS did not provide enough data on vocabulary knowledge, general comprehension or targeted instruction recommendations outside of explicit instruction around specific measures. While this is especially effective in K-2, it did not meet our needs for 3-4. In an effort to find an assessment that gave us more data on vocabulary and standards instructions, we evaluated several and selected iReady. We will provide professional development and support in analyzing the data provided by iReady and how to use it to support instruction in our core blocks as well as our differentiated reading blocks. This assessment will be administered 3x a year.

iReady is the only new addition to our program and is only being added in grades 2-4. This year is our third year implementing a science of reading aligned curriculum - Wit & 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 continue to use 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 for the 2nd year in a row.

Across all grades, we are strengthening how teachers use data from mCLASS, CUBED, STAR, and internal assessments—such as daily exit tickets, quizzes, unit exams, and interim assessments—to guide instruction, support struggling students, and extend learning for those at or above grade level. We have expanded training and supports for reading intervention to ensure a strong Tier 2 program for students reading below grade level. Tier 1 instruction is reinforced through frequent classroom observations and leader coaching to help teachers implement curriculum and respond to student data. In addition, our professional development plan now includes a monthly dean cohort, four annual leader pods where small groups of ELA leaders gather for practice-based learning, and a network-wide Day of Practice providing at least 4.5 hours of targeted content development for teachers and leaders. Finally, we are also aligning our work to our network wide focus on specific goals outlined in the “Arc of the Year.” The essentials we focus on are “Rigor,” “Thinking” and “Feedback.” Most of our development sessions will center around making sure our classrooms meet the grade level standards, have students doing the majority of thinking (and teachers being more of the facilitators), and ensuring teachers are providing batched and differentiated feedback.

High School ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) 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 Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

	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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	17	29.3%
Crown Heights	2019	2022-23	101	87	3	21.4%
	2020	2023-24	130	0	47	36.2%
	2021	2024-25	147	0	38	25.8%
East New York	2019	2022-23	109	102	0	0.0%
	2020	2023-24	106	1	32	30.5%
	2021	2024-25	103	0	37	35.9%

High School ELA Measure 2 - Absolute

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Percent Scoring at Least Level 3 on Regents English Common Core 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	38	65.5%
Crown Heights	2019	2022-23	101	87	8	57.1%
	2020	2023-24	130	0	104	80.0%
	2021	2024-25	147	0	96	65.5%
East New York	2019	2022-23	109	102	6	85.7%
	2020	2023-24	106	1	83	79.0%
	2021	2024-25	103	0	70	68.0%

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 4 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	35%	1,254
	2021	29.3%	58		
Crown Heights (District 17)	2019	21.4%	101		
	2020	36.2%	130	28%	1,686
	2021	25.8%	147		
East New York (District 19)	2019	0.0%	109		
	2020	30.5%	106	35%	1,254
	2021	35.9%	103		

High School ELA Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2010	N/A	N/A	65%	1,254
	2021	65.5%	58		
Crown Heights (District 17)	2019	57.1%	101		
	2010	80.0%	130	59%	1,686
	2021	65.5%	147		
East New York (District 19)	2019	85.7%	109		
	2010	79.0%	106	65%	1,254
	2021	68.0%	103		

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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 Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) 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 Common Core 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	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

			(a)	(b)		Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	32	26	0	0.0%
	2020	2023-24	4	0	1	25.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	14	13	0	0.0%
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	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 Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) 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 Common Core 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	32	26	3	50.0%
	2020	2023-24	4	0	2	50.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	14	13	1	100.0%
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: 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 Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: NO Crown Heights: NO East New York: 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 Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Aspire: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Aspire: YES Crown Heights: YES East New York: YES
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 Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO or N/A East New York: NO or N/A
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 Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO or N/A East New York: YES or N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

For Measure 1 (Level 4+ college readiness), none of our accountability cohorts met the 65% target. The Crown Heights cohort achieved 25.8% (38 of 147 students), representing a significant 10.4 percentage point decline from the previous year's 36.2%. The East New York cohort achieved 35.9% (37 of 103 students), showing improvement of 5.4 percentage points from 30.5%. The Aspire cohort achieved

29.3% (17 of 58 students), establishing the first reliable baseline data for this cohort. All cohorts remained approximately 30-35 percentage points below the target.

For Measure 2 (Level 3+ graduation requirement), none of our accountability cohorts met the 80% target. The Crown Heights cohort achieved 65.5% (96 of 147 students), declining 14.5 percentage points from meeting the target in 2023-24. The East New York cohort achieved 68.0% (70 of 103 students), declining 11.0 percentage points from 79.0%. The Aspire cohort achieved 65.5% (38 of 58 students), providing baseline data for future comparison. The network experienced an overall decline of 11-14.5 percentage points across cohorts with comparative data.

Despite absolute performance challenges, all three accountability cohorts exceeded their district comparison benchmarks for Level 3+ performance (Measure 5). The Crown Heights cohort outperformed District 17 by 6.5 percentage points (65.5% vs 59%), the East New York cohort exceeded District 19 by 3.0 percentage points (68.0% vs 65%), and the Aspire cohort matched District 19 performance at 65.5%. This demonstrates continued relative strength while highlighting the need for improved absolute performance.

The growth measures (Measures 7 and 8) continue to face data reliability challenges due to extremely small sample sizes resulting from COVID-related waivers in baseline 8th grade assessments. Only the East New York cohort met Measure 8 (Level 3+ growth), while no cohorts met Measure 7 (Level 4+ growth). These measures provide limited actionable insight due to the small cohorts involved.

ADDITIONAL CONTEXT AND EVIDENCE

The 2024-25 accountability cohort performance must be understood within the broader context of this cohort's unique educational experience. The 2021 accountability cohort represents our most COVID-disrupted student population, having experienced entirely remote instruction during their freshman year (2021-22). Additionally, this cohort did not experience formal StudySync implementation until their senior year (2024-25), missing the foundational curriculum development that occurred during Years 1-2 of implementation in grades 9-10. This combination of maximum pandemic disruption and minimal exposure to our refined curriculum provides important context for understanding their performance outcomes.

Implementation Reality Assessment Research on curriculum adoption demonstrates that implementation challenges often manifest in Year 2-3 as program complexity increases and initial enthusiasm gives way to deeper instructional demands. While our network successfully avoided the typical first-year implementation dip in 2023-24, the 2024-25 results suggest that second-year challenges emerged as expected. The network-aligned approach, while ensuring consistency, may have reduced school-level flexibility to address specific cohort needs.

Current Program Effectiveness Indicators Supplementary analysis of our current sophomore cohort (2023 cohort) provides encouraging evidence of improved implementation effectiveness. These students, who experienced Year 2 StudySync implementation as freshmen and are now in Year 3 as sophomores, demonstrate the positive trajectory of our curriculum refinements. Their June 2025 performance data, while not yet reflected in accountability measures, indicates strengthened foundational skills and improved instructional delivery.

Continued COVID Impact Assessment The 2021 accountability cohort experienced varying levels of pandemic disruption during their foundational high school years, with different schools and student populations affected differently. These students entered high school during the 2021-22 academic year when schools were still addressing post-pandemic learning recovery and implementing new instructional models simultaneously.

ACTION PLAN

Based on specific accountability cohort performance patterns and emerging evidence from current program implementation, Achievement First will implement targeted interventions focusing on instructional intensification, systematic skill development, and enhanced support for students approaching proficiency.

Curriculum Refinement for 2025-26 Entering Year 3 of formal StudySync implementation for grades 9-10 and Year 2 for grades 11-12, we will implement enhanced Regents preparation throughout all ELA 2 (grade 10) units. Unit revisions include explicit exam preparation integrated from year beginning, with graduated intensity approaching testing dates. Key components include Regents-aligned daily openers, modified assessments incorporating exam formatting, targeted literary analysis practice addressing identified skill gaps, and comprehensive writing skill development.

We will replace the StudySync IA2 assessment with a mock Regents exam in January, providing authentic practice with argumentative writing and literary analysis while generating behavioral data on task completion patterns to inform individualized intervention strategies.

Targeted Intervention for Approaching-Proficiency Students Analysis indicates significant numbers of students scoring within 10 points of proficiency thresholds, representing immediate opportunity for gains through focused intervention. We will implement systematic identification and support protocols for students in the 55-64 point range, providing intensive skill development in areas identified through component analysis.

Intervention strategies will focus on literary analysis skill development, given evidence of systematic task avoidance in this area, and argumentative writing enhancement through increased practice opportunities and targeted feedback systems.

Professional Development Intensification ELA coaching visits will increase from monthly to bi-weekly, with 10th grade teachers designated as "focus teachers" receiving sustained support across multiple coaching cycles. Professional development will emphasize close reading cycle implementation, modeling as a core instructional practice, and differentiated instruction techniques addressing diverse student needs within time constraints.

The network-wide focus on Arc of the Year priorities—Rigor, Thinking, and Feedback—will be implemented through monthly development sessions ensuring classrooms meet grade-level standards, facilitate student-centered learning, and provide systematic feedback addressing identified skill gaps.

Enhanced Assessment and Response Systems We will strengthen our interim assessment analysis to track progress on specific skill deficits and provide real-time instructional adjustments. The formal establishment of mid-unit formative assessments will provide systematic progress monitoring, with the network team supporting detailed data analysis and response plans. Quarterly improvement cycles will focus on leading indicators of Regents performance, with particular attention to component skill development and task completion rates.

This comprehensive response strategy addresses both immediate accountability needs and long-term program development, ensuring our curriculum implementation continues to strengthen while providing targeted support for students approaching proficiency thresholds.

GOAL 4: MATHEMATICS

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.

The K-4 math program is designed to balance conceptual understanding, procedural fluency, and mathematical identity. Instruction is built around four interrelated 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 24-25 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 over time.

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.

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.

In 2023-2024, Achievement First Middle Schools began full implementation of Illustrative Mathematics in Grade 5-8, a nationally renowned, research-based curriculum. Our top priority in the 24-25 school 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
- IXL/Intervention: During our IXL time, students are working on skills that are either aligned to current unit skills, aligned to spiral review informed by the IXL nationally normed diagnostic, or working directly with a teacher based on skills aligned to individual student needs.

To support implementation of Illustrative Mathematics curriculum:

- teachers attended summer training facilitated by our Teaching and Learning team to build on implementation trends observed in the previous year
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers received weekly support at their school site to unpack units and strengthen key parts of their instruction such as discussion facilitation
- developed and executed data-driven school support plans to drive instructional improvement and student learning outcomes

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 2024–2025 school year, we entered Year 2 of implementing Illustrative Mathematics (IM) in our high school classrooms. IM is a highly rated curriculum that is strongly aligned to our vision for mathematics education and to New York State math standards. Illustrative Mathematics provides rigorous, grade-appropriate curricular materials that position teachers as facilitators and students as active thinkers and doers of mathematics.

Because Illustrative Mathematics curricular offerings extend through Algebra 2, we continued to use our internally developed curriculum for 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 also 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 robust summer training for all leaders and teachers to deepen content knowledge and strengthen instructional practice. Illustrative Math teachers had additional training to support curriculum implementation.
- Facilitated monthly cohort sessions for leaders focused on implementation vision, supporting teacher planning, and providing feedback based on classroom observations.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Engaged teachers in a day of practice on implementing Math Language Routines to strengthen equitable access and discourse in mathematics aligned to our vision for student-centered learning.
- Measured and tracked the quality of implementation using Implementation Progression Indicators from Columbia’s Center for Public Research & Leadership.
- Conducted quarterly instructional improvement walkthroughs.
- Developed and executed data-driven school support plans to drive instructional improvement and student learning outcomes.
- Developed Curriculum Fellows to serve as leaders in implementation through bi-weekly meetings and monthly working groups

To appropriately monitor student progress and instructional effectiveness across the year, we implemented formative and summative assessments including Pre-Unit Assessments, End of Unit Assessments, and quarterly Interim Assessments. From these assessments, teachers and leaders developed data-driven plans to respond to student needs and inform instructional practice. For courses implementing Illustrative Mathematics, Interim Assessments were developed by the Achievement Network (ANet) to ensure focus, coherence, rigor, and alignment with the curriculum. For SY 25-26 we are continuing with Year 3 of implementation for Illustrative Mathematics.

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.

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.

2024-25 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		Took Regents
Aspire	3	57		7						64
	4	44		4						48
	5	71	1					1		73
	6	74	6			1				81
	7	72	1			1				74
	8	66	2	1				1		70
	All	384	10	12			2		2	

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	3	77	1	6					84
	4	67		3					70
	5	80		1					81
	6	92		3					95
	7	78	1	2					81
	8	53	1	31			1		86
	All	447	3	46			1		497
East New York	3	74		5					79
	4	71		3					74
	5	54							54
	6	60							60
	7	62							62
	8	0	2					54	56
	All	321	2	8				54	385

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	57	47	82.5%	50	44	88.0%
	4	44	35	79.5%	44	35	79.5%
	5	71	12	16.9%	40	8	20.0%
	6	74	32	43.2%	53	26	49.1%
	7	72	39	54.2%	60	36	60.0%
	8	66	36	54.5%	57	32	56.1%
	All	384	201	52.3%	304	181	59.5%
Crown Heights	3	77	66	85.7%	67	57	85.1%
	4	67	56	83.6%	59	51	86.4%
	5	80	13	16.3%	69	12	17.4%
	6	92	23	25.0%	79	19	24.1%
	7	78	21	26.9%	70	17	24.3%
	8	53	24	45.3%	49	23	46.9%
	All	447	203	45.4%	393	179	48.0%
East New York	3	74	56	75.7%	68	52	76.5%
	4	71	53	74.6%	69	53	76.8%
	5	54	21	38.9%	41	16	39.0%
	6	60	26	43.3%	52	23	44.2%
	7	62	35	56.5%	59	33	55.9%
	8	0	N/A	N/A	N/A	N/A	N/A
	All	321	191	59.5%	289	177	61.2%

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 2024-25 mathematics MIP for all students of **119.4**. 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 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 2024-25 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	384	24.7%	22.9%	36.5%	15.9%

$$PI = 0 * 24.7 + 1 * 22.9 + 2 * 36.5 + 2.5 * 15.9 = 135.6$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	447	29.7%	24.8%	32.9%	12.5%

$$PI = 0 * 29.7 + 1 * 24.8 + 2 * 32.9 + 2.5 * 12.5 = 121.9$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	321	16.8%	23.7%	40.2%	19.3%

$$PI = 0 * 16.8 + 1 * 23.7 + 2 * 40.2 + 2.5 * 19.3 = 152.4$$

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 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	88.0%	50	61.1%	1263
	4	79.5%	44	55.1%	1231
	5	20.0%	40	51.3%	1256
	6	49.1%	53	30.1%	1151
	7	60.0%	60	38.6%	1286
	8	56.1%	57	44.6%	1160
	All	59.5%	304	47.0%	7347
Crown Heights (District 17)	3	85.1%	67	63.1%	907
	4	86.4%	59	59.6%	826
	5	17.4%	69	50.5%	939
	6	24.1%	79	47.2%	886
	7	24.3%	70	52.7%	926
	8	46.9%	49	44.3%	948
	All	48.0%	393	52.7%	5432
East New York	3	76.5%	68	61.1%	1263
	4	76.8%	69	55.1%	1231
	5	39.0%	41	51.3%	1256
	6	44.2%	52	30.1%	1151
	7	55.9%	59	38.6%	1286
	8	N/A	N/A	44.6%	1160
	All	61.2%	289	47.0%	7347

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 2024-25 analysis is not yet available. This report contains 2023-24 results.¹²

2023-24 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	94.1	457.0	444.1	0.94
	4	88.1	463.0	447.9	0.96
	5	91.5	447.0	441.9	0.37
	6	81.6	446.0	445.2	0.06
	7	90.4	456.0	448.0	0.57
	8	85.5	469.0	441.8	1.63
	All	87.9	456.4	444.7	0.75
Crown Heights	3	84.5	462.0	446.1	1.12
	4	90.1	469.0	447.3	1.38
	5	89.1	433.0	442.5	-0.69
	6	90.9	437.0	442.6	-0.42
	7	87.0	456.0	448.9	0.50
	8	87.5	450.0	441.6	0.50
	All	88.3	450.5	444.7	0.36
East New York	3	84.5	460.0	446.1	0.98
	4	94.2	460.0	446.1	0.88
	5	88.1	444.0	442.8	0.09
	6	90.3	457.0	442.8	1.05
	7	90.3	443.0	448.0	-0.35
	8				
	All	88.7	453.7	445.2	0.59

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.

¹² These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	65.5	50.0
	5	61.6	50.0
	6	33.3	50.0
	7	51.8	50.0
	8	70.5	50.0
	All	56.2	50.0
Crown Heights	4	46.3	50.0
	5	15.3	50.0
	6	35.7	50.0
	7	48.1	50.0
	8	44.5	50.0
	All	37.7	50.0
East New York	4	54.7	50.0
	5	34.8	50.0
	6	58.6	50.0
	7	17.1	50.0
	8		50.0
	All	42.9	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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 created Interim Assessments in grades 3-8.

A comparison between the October 2024 (IA1) and March 2025 (IA3) interim assessments provide insight into the progress scholars made.

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Aspire	3	81%	62%	-19
	4	85%	76%	-9
	5	25%	15%	-10
	6	16%	37%	+21
	7	45%	57%	+12
	8	N/A	67%	N/A
	8th Algebra	68%	48%	-20
Crown Heights	3	56%	43%	-13
	4	56%	58%	+2
	5	16%	18%	+2
	6	7%	41%	+34
	7	7%	33%	+26
	8	24%	33%	+9
East New York	3	41%	58%	+17
	4	57%	56%	-1
	5	26%	40%	+14
	6	16%	54%	+38
	7	53%	52%	-1
	8th Algebra	21%	15%	-6

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome Met
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 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 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 Crown Heights: NO 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 Crown Heights: YES East New York: YES

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Crown Heights: NO East New York: NO
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient on average across tested grades.	Aspire: NO Crown Heights: YES East New York: YES

EVALUATION OF THE MATHEMATICS GOAL

Despite challenges in meeting the measures outlined in this report, the network did overall meet 2 of the 6 measures. While there is still a great deal of work to do, meeting the absolute PI goal as well as one of the comparative goals, suggests 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 5-8. However, Grades 3 and 4 demonstrated higher proficiency comparatively within each school and across the cohort.

For measure 2, all schools met the school’s aggregate PI. East New York had the highest percentage of students scoring at a level 3 (40/2%) or 4 (19.3%).

For measure 3, Aspire and East New York met the measure, outperforming the district across K-8. Grades 3 and 4 were bright spots for the strongest student proficiency across schools in the cohort, outperforming the district at Aspire, Crown Heights and East New York by more than 10%.

For measure 4, all schools met the measure. Crown Heights grades 3 and 4 being bright spots with the strongest effect size of more than 1.0 for both grade levels.

For measure 5, Aspire met the measure with performance across the other schools varying by grade level. East New York met the measure in two grade levels (grade 4 and 6). Crown Heights came close to meeting the measure in grades 4 and 7, falling < 4 points short of the target.

For measure 6, Crown Heights and East New York met the measure. Aspire met the measure in two grade levels (grades 6 and 7), falling short in the others. This implies improvement, however, still falls short of the goal of moving students to full proficiency and mathematical readiness.

ADDITIONAL CONTEXT AND EVIDENCE

In 2024-25, we were in year two of implementing 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, we contracted with Achievement Partners to assess the quality of a new curriculum we have been expanding across grades K-4 called Context for Learning Mathematics. The relative strength of 3rd and 4th grade performance is potentially associated with the adoption of and implementation of Context for Learning Mathematics.

We also continued to implement Achievement Network (Anet) built interim assessments aligned to state math standards and curriculum bringing clarity and coherence during our implementation and assessment of student proficiency. This rigorous curriculum and assessment design increased the quality of math instruction this cohort of students received.

MATHEMATICS ACTION PLAN

For the year 25-26, 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.

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 across all K-2 classrooms. 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 will be deepening our use of IXL Math to focus on promoting procedural fluency through custom skills matching to state standards and Illustrative Mathematics curriculum. 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 regular 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 Common Core 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 Common Core 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	2	3.4%
Crown Heights	2019	2022-23	101	95	2	33.3%
	2020	2023-24	130	27	1	1.0%
	2021	2024-25	147	0	6	4.1%
East New York	2019	2022-23	109	88	9	42.9%
	2020	2023-24	106	60	0	0.0%
	2021	2024-25	103	0	4	3.9%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core 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 Common Core 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 Common Core 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	30	51.7%
Crown Heights	2019	2022-23	101	95	3	50.0%
	2020	2023-24	130	27	30	29.1%
	2021	2024-25	147	0	84	57.1%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

East New York	2019	2022-23	109	88	17	80.9%
	2020	2023-24	106	60	10	21.7%
	2021	2024-25	103	0	58	56.3%

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 4 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	3%	1,254
	2021	3.4%	58		
Crown Heights (District 17)	2019	33.3%	101		
	2020	1.0%	130	6%	1,686
	2021	4.1%	147		
East New York (District 19)	2019	42.9%	109		
	2020	0.0%	106	3%	1,254
	2021	3.9%	103		

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	26%	1,254
	2021	51.7%	58		
Crown Heights (District 17)	2019	50.0%	101		
	2020	29.1%	130	24%	1,686
	2021	57.1%	147		
East New York (District 19)	2019	80.9%	109		
	2020	21.7%	106	26%	1,254
	2021	56.3%	103		

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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

(currently **scoring at Performance Level 4 and fully meeting Common Core 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	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 Common Core 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)
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Despite challenges in meeting the Accountability Plan Absolute Goals (High School Math Measure 1 and High School Math Measure 2), 100% of our NY Achievement First high schools were able to meet one of the Accountability Plan Comparative Goals (High School Math Measure 5). Our high schools within our Aspire and East New York charters were able to meet an additional Accountability Plan Comparative Goal (High School Math Measure 4). Our high school within our Crown Heights charter was held to the Accountability Plan Growth Goals, and were unable to meet both goals (High School Math Measure 7 and High School Math Measure 8). Our schools are not held accountable for High School Math Measures 3 and 6.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core 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: 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 Common Core 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: 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 Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Aspire: YES Crown Heights: NO East New York: YES
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Aspire: YES Crown Heights: YES East New York: YES

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Common Core 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 Crown Heights: NO East New York: N/A
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 exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO East New York: N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

None of our NY Achievement First high schools met **High School Math Measure 1**. While our current performance is still some distance from achieving this goal, there has been modest growth compared to the previous school year.

None of our NY Achievement First high schools met **High School Math Measure 2**. Currently, our performance is, on average, 25 percentage points away from reaching this goal. However, we are encouraged by the growth compared to the previous school year.

Our schools are not held accountable for **High School Math Measure 3**.

2 of 3 NY Achievement First high schools met **High School Math Measure 4**. At those schools, student performance is stronger compared to comparable students in the district, reflecting consistent progress in supporting students to reach at least partial proficiency.

All of NY Achievement First high schools met **High School Math Measure 5**. Student performance is stronger compared to comparable students in the district, reflecting consistent progress in supporting students to reach at least partial proficiency.

Our schools are not held accountable for **High School Math Measure 6**.

Our high school within our Crown Heights charter is our only school held accountable to **High School Math Measure 7 and High School Math Measure 8**. This school did not meet either goal. The number of students for both measures is small, and dropped from the previous year.

ADDITIONAL CONTEXT AND EVIDENCE

In 2024-25, we continued to focus our instructional strategy on improving our core curriculum by implementing Illustrative Mathematics in Algebra 1, Geometry and Algebra 2. In year 2 of implementation, we prioritized increasing the quality of instruction, with fidelity to Illustrative

Mathematics. To fully implement curricular change and see improvement in student achievement, more time is needed (3 - 5 years).

In addition, teacher turnover in Algebra 1 at 2/3 of the schools may also be playing a role in student data. 2/3 schools had either a teacher departure and/or teacher on extended leave.

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 25-26 school year, schools refined and continued to execute their intensive plans to address chronic absenteeism, which was significantly impacting student achievement.

The 24-25 school year, our second year implementing 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 2 of curriculum implementation. In year 3 of adoption, our focus continues to be 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 continued our professional learning community, a "working group," composed of five 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

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 for K-4 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 2024-2025 for K-4 was increasing the number of schools with science specialists which allowed for teachers to receive more science-specific professional development and coaching. These teachers were supported through professional development focused on teaching investigation lessons and on discussion facilitation.

In 2024-2025, Achievement First Middle Schools continued full implementation of OpenSciEd in Grade 6-8, and began implementation of OpenSciEd in Grade 5 in January 2025 when the first unit was released. OpenSciEd has obtained high ratings from EdReports for 6-8 and NSTA for 5, 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.

To support implementation of OpenSciEd:

- Teachers had a network-led summer training session focused on formative assessment data response
- Teachers received school-based content sessions and coaching focused on intellectual preparation for lessons, and analyzing and responding to assessment data

- Leaders had network-led summer training sessions and quarterly cohorts focused on implementation vision, and giving feedback to teachers on planning and observations
- We developed a cohort of Curriculum Fellows to provide leadership in implementation, facilitated through monthly working group meetings

Our assessment strategy included OpenSciEd curricular assessments as well as internally developed state-standard aligned Interim Assessments administered online in Illuminate three times a year to monitor learning. 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 24-25 school year, we began a phased implementation of OpenSciEd in Grades 9-11. Similar to our middle school program, we selected OpenSciEd as it obtained high ratings from EdReports and is aligned to NYS P-12 Science Standards and the demands of the AP standards, as well as to our vision for science instruction.

At Ujima HS and in 11th grade Biology at Brooklyn High School we continued to use our internally-developed curriculum (legacy curriculum). With this, we intentionally worked to support these teachers in teaching in a more student-centered way using strategies and tools from OpenSciEd and in-house.

To support implementation of OpenSciEd and our Legacy curriculum:

- teachers attended a full day of summer training facilitated by OpenSciEd facilitators
- teachers attended two full days of summer training facilitated by the HS Science Achievement Director
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- We 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
- We developed Curriculum Fellows to serve as leaders in implementation through bi-weekly meetings and monthly working groups

In the 25-26 school year, we are continuing our phased implementation of OpenSciEd in Grades 9-11 with all of our classrooms in Grades 9-11 leveraging OpenSciEd. We are building on our support from last year by incorporating more frequent school visits to develop academic deans to feel more confident with the curriculum and to develop them to be the leaders of this curriculum on campus.

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.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 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	40	13	32.5%
	8	58	31	53.4%
	All	98	44	44.9%
Crown Heights	5	69	21	30.4%
	8	73	58	79.5%
	All	142	79	55.6%
East New York	5	41	14	34.1%
	8	51	21	41.2%
	All	92	35	38.0%

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 State Science Exam Charter School and District Performance by Grade Level							
		Charter School Students in at Least 2 nd Year			All District Students		
	Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire (District 19)	5	40	13	32.5%			
	8	58	31	53.4%			
	All	98	44	44.9%			
Crown Heights (District 17)	5	69	21	30.4%			
	8	73	58	79.5%			
	All	142	79	55.6%			
East New York (District 19)	5	41	14	34.1%			
	8	51	21	41.2%			
	All	92	35	38.0%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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 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 Crown Heights: N/A East New York: N/A

EVALUATION OF THE SCIENCE GOAL

No school met the absolute proficiency goal of 75% proficiency when aggregating across 5th and 8th grade students enrolled in at least their second year. Overall, schools were 19.4-37.0 percentage points below the goal (Crown Heights: -19.4%, Aspire: -30.1%, East New York: -37.0%). Performance varied by grade.

For 8th grade, Crown Heights increased 19.5 points year over year (60.0% to 79.5%) and exceeded the 75% goal. Among schools below the goal, results ranged from 33.8-21.6 percentage points under (from East New York at -33.8% to Aspire at -21.6%).

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

For 5th grade, results were essentially flat year over year and remained in the low-30s across sites. Schools ranged from 44.6-40.9 percentage points under the goal.

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 both 7th and 8th grades.

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

ADDITIONAL CONTEXT AND EVIDENCE

Teacher turnover in Grade 5 at two out of three of the schools may be playing a role in student outcomes, as two out of three of the schools had teachers who started mid-year with no prior experience teaching the course.

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 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

For SY25–26, Achievement First will deepen implementation of OpenSciEd across the network to improve science outcomes. In Grades 6–8, schools will continue using OpenSciEd, with multi-year, coherent instruction expected to drive gains in student performance. Grade 5 will implement OpenSciEd for the first full school year. In Grades K–4, we will begin a phased rollout of OpenSciEd in selected schools and grade levels. The Elementary OpenSciEd curriculum engages students in three-dimensional, phenomenon-based learning and supports equitable, rigorous instruction. This curricular shift for K-4 supports vertical coherence from Kindergarten through Grade 8.

Across K–8 classrooms using OpenSciEd, teachers will leverage IXL Science to review prerequisite standards and provide targeted practice with grade-level standards.

Our assessment strategy maintains internally developed interim assessments at regular intervals in Grades 5–8 and adds parallel interim assessments for schools teaching OpenSciEd in Grades 3–4. These interims provide specific, actionable data to inform instruction and to monitor progress toward the 75% proficiency goal.

To support high-quality implementation, deans who coach OpenSciEd in K–8 will participate in regular professional learning aligned to the network priority of Excellent Tier 1 instruction, with a focus on

access for all learners. Development will include real-time classroom observations, shared debriefs, and planning next coaching steps. Following each interim, deans and teachers will analyze trends and create actionable data plans to accelerate student learning.

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. The school administered the Living Environment Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	40	69.0%
Crown Heights	2019	2022-23	101	0	70	69.3%
	2020	2023-24	130	0	86	66.1%
	2021	2024-25	147	0	89	60.5%
East New York	2019	2022-23	109	22	69	79.3%
	2020	2023-24	106	18	59	67.0%
	2021	2024-25	103	0	74	71.8%

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.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2010	N/A	N/A	14%	1,254
	2021	69.0%	58		
Crown Heights (District 17)	2019	69.3%	101		
	2010	66.1%	130	27%	1,686
	2021	60.5%	147		
East New York (District 19)	2019	79.3%	109		
	2010	67.0%	106	14%	1,254
	2021	71.8%	103		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

All three schools did not meet the Accountability Plan Absolute Goal. Two out of three of the schools came within 6% of the Absolute Goal. All three schools met the Accountability Plan Comparative 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: 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: YES Crown Heights: YES East New York: YES

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 8% short of this goal. This is 3% growth from last year, where our schools fell approximately 11% short of the goal.

ADDITIONAL CONTEXT AND EVIDENCE

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 2025 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 2/3 of the schools had a teacher with 0-2 years of teaching experience teaching the course and there were multiple teacher departures/on leave at 2/3 of the schools.

ACTION PLAN

Starting in the 23-24 school year, Achievement First began implementing OpenSciEd in Grades 9 & 10 in two of our AF Brooklyn high schools. In the 24-25 school year, all three AF Brooklyn high schools are implementing OpenSciEd in Grades 9-11. 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. Additionally, Living Environment regents-aligned prep materials for flex lessons are being designed every week for teachers to use and support their students in meeting this goal.

GOAL 6: SOCIAL STUDIES

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 2024-2025 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 2024-25 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. In school year 2024-2025, we continued to leverage 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional learning for history teachers in the 2024-2025 school year continued to focus 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. 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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	45	77.6%
Crown Heights	2019	2022-23	101	99	0	0.0%
	2020	2023-24	130	32	6	6.1%
	2021	2024-25	147	0	10	28.6%
East New York	2019	2022-23	109	101	2	25.0%
	2020	2023-24	106	4	39	37.1%
	2021	2024-25	103	0	72	69.9%

Social Studies Measure 2 - Comparative

Each year, the percent to 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	32%	1,254
	2021	77.6%	58		
Crown Heights (District 17)	2019	0.0%	101		
	2020	6.1%	130	24%	1,686
	2021	28.6%	147		
East New York (District 19)	2019	25.0%	109		
	2020	37.1%	106	32%	1,254
	2021	69.9%	103		

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.

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	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	45	77.6%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2019	2022-23	101	99	2	50.0%
	2020	2023-24	130	32	81	62.3%
	2021	2024-25	147	0	74	50.3%
East New York	2019	2022-23	109	100	7	77.7%
	2020	2023-24	106	1	65	61.9%
	2021	2024-25	103	0	66	64.1%

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.

METHOD

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

Global History Regents Passing Rate of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	48%	1,254
	2021	77.6%	58		
Crown Heights (District 17)	2019	50.0%	101		
	2020	62.3%	130	58%	1,686
	2021	50.3%	147		
East New York (District 19)	2019	77.7%	109		
	2020	61.9%	106	48%	1,254
	2021	64.1%	103		

SUMMARY OF THE SOCIAL STUDIES GOAL

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: YES Crown Heights: NO East New York: NO

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. 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.	Aspire: YES Crown Heights: YES East New York: YES
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: YES 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.	Aspire: YES Crown Heights: NO East New York: YES

EVALUATION OF THE SOCIAL STUDIES GOAL

For Measure 1, Aspire successfully met 77.6% of students (45 out of 58) achieving a score of 65 or above, on the U.S. History Regents, exceeding the measure by 2.6 percentage points. East New York fell short of the measure with 69.9% of students (72 out of 103) scoring 65 or above, missing the target by 8.1 percentage points.

For Measure 2, results showed mixed comparative performances across the three cohorts. The Crown Heights cohort outperformed District 17 by 6.1 percentage points (6.1% vs 0%), The East New York cohort exceeded District 19 by 5.1 percentage points (37.1% vs. 32%), and the Aspire cohort fell short of District 19, by 32 percentage points (0% vs 32%). This demonstrates continued relative strength while highlighting the need for improved absolute performance.

For Measure 3, Aspire met the 75% benchmark on Global History Regents, with 77.6% of students passing. East New York came close to meeting the measure, achieving 64.1% proficiency (66 out of 103 students), falling 10.9 percentage points short. Crown Heights was further from the target at 50.3% proficiency (74 out of 147 students), missing the measure by 24.7 percentage points.

For Measure 4, results showed strong comparative performance across all three cohorts. The Crown Heights cohort outperformed District 17 by 4.3 percentage points (62.3% vs 58%), the East New York cohort exceeded District 19 by 13.9 percentage points (61.9% vs 48%), and the Aspire cohort surpassed District 19 by 48 percentage points (N/A vs 48%). All three accountability cohorts successfully met Measure 4 targets by exceeding their respective district comparison benchmarks, demonstrating consistent relative strength in Global History performance.

These results indicate that there is still work to do, the network is showing signs of recovery and growth in social studies achievement following the pandemic period.

ADDITIONAL CONTEXT AND EVIDENCE

A critical contextual factor for interpreting these results is that 100% of students were required to take the Regents exams in 2024-25, representing a significant shift from years prior when exemptions were widely granted. In 2022-23, for example, 109 out of 109 East New York students received exemptions. This universal testing requirement means that the 64.1% Global History pass rate for East New York (66 out of 103 students) represents genuine achievement among all students, rather than a select group who chose to sit for the exam.

The network has also experienced significant staffing challenges that provide important context for these outcomes. Over the last three years, schools have experienced substantial teacher turnover across social studies classes, with many newer teachers (less than 5 total years in the teaching profession) leading classes that culminate in Regents exams. Teacher experience and continuity may have considerable influence over student outcomes on Social Studies measures.

Specific to East New York, the school took the U.S. History Regents for the first time in 2023-24 with a new teacher, and all of our schools recognized significant gaps in skill and content coverage in the latter half of the curriculum, particularly post-Vietnam War content and skills building up to the Civic Literacy essay. The high turnover in 2022-23 and 2023-24 has stabilized in 2024-25, with some teachers now in their second year, providing greater instructional continuity. Additionally, there was a gap in Senior Director leadership for High School History from October to January, which may have impacted instructional support and coordination during a critical period of the academic year.

These contextual factors highlight that while absolute benchmarks were not universally met, the network is demonstrating meaningful progress in social studies instruction and outcomes during a period of significant transition and universal assessment requirements.

ACTION PLAN

The AF high school history program continues to build upon its centralized network curricula, 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. Building on lessons learned from the 2023-24 school year, particularly around curriculum gaps and instructional support needs, our action plan focuses on targeted interventions to strengthen student outcomes.

For U.S. History, we are implementing a comprehensive rescoping initiative to address key skills and curriculum content missing from 1960 to present, directly responding to the gaps identified at schools. This rescoping will ensure students receive robust instruction in post-Vietnam War content and enhanced skills building leading up to the Civic Literacy essay, areas that were identified as weaknesses in previous exam performance.

We are significantly increasing coaching presence through Team Teaching and Learning (TTL) support directly in schools. Academic deans now receive targeted coaching and development every 2-3 weeks, providing consistent support for instructional leadership and curriculum implementation. This enhanced

coaching model directly addresses the teacher and dean development needs identified across the network alongside the network-wide teacher development priorities.

Additionally, we are leveraging our teacher leadership program, the curriculum fellows, to develop targeted lesson study practices focused on reading like a historian and curriculum implementation with fidelity, in addition to focused coaching support from academic deans. This approach will provide teachers with collaborative professional learning opportunities while ensuring consistent, high-quality implementation of our core curricula across all schools.

These targeted interventions are designed to address the specific challenges identified in our 2024-25 results while building upon the stabilization and growth trends we are observing across the network.

We are continuing to anchor professional learning for teachers in a foundation of strong planning from network curriculum, building on the approach established in the 2023-24 school year. 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.

We will continue to leverage internal 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 also updated all October History Interim Assessments (IA1) to mirror the appropriate rigor bar for students early and provide them with practice in writing Global and US history aligned essays. This also provides us with actionable, Regents-aligned data early in the year allowing for immediate targeted response.

We are building dean coaching capacity through our comprehensive Dean Pods strategy, and combined regular school visits every 2-3 weeks with a strategic coaching cycle approach. Our Teaching and Learning Leadership team maintains consistent individual school visits to provide direct coaching support to deans, while Dean Pods leverage the same coaching components from these visits—planning feedback and creating strong action steps, co-observations, student work analysis, coaching plan development, and coaching meetings. This integrated approach ensures deans receive both individual coaching support through regular school visits and collaborative skill-building through targeted pod sessions and co-observations that address specific gaps identified during those visits. Through Dean Pods, deans practice coaching cycles with Senior Director support and collaborate with peers to develop coaching plans and next steps for targeted teachers in their own schools. Pod content focuses specifically on coaching skills aligned to Arc Priorities, with deans engaging in video-based coaching share and feedback sessions, collaborative teacher observation protocols, and targeted skill-building designed to improve instructional coaching cycles. This dual strategy ensures deans develop coaching skills more effectively through both individual support and peer collaboration, creating networks where deans share strategies

and solutions while maintaining consistent presence in schools every 2-3 weeks to support ongoing teacher development and track instructional progress.

Our focus remains on supporting teacher development, ensuring curriculum fidelity, and strengthening the instructional practices that will lead to improved student outcomes on Social Studies measures.

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	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement
Crown Heights	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement
East New York	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

N/A

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

NWEA

2024-25 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	[X] ¹⁵	[#]	[X]	[Yes/No]

¹⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁵ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁶	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2024-25 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁷	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2024-25 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

¹⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁸	[%] ¹⁹	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

	All Students	Enrolled in at least their Second Year
Grades		

¹⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		