



**Central Queens Academy Charter
School II**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 6, 2025

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Glenn Liebeck (School Director) and Ashish Kapadia (Executive Director) prepared this 2024-25 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joyce Wu	Chair	Executive, Fundraising Committees
Sonia Park	Co-Vice Chair	Executive, Board Recruitment, Educational Accountability Committee
Catherine Tse	Co-Vice Chair	Executive Committee, Finance Committee
Rick Ruvkin	Treasurer	Finance Committee
Michael Tang	Secretary	Marketing Committee
Suvadip Bose		Finance Committee
Rebekah Coleman		Educational Accountability Committee
Michelle Hallam		Fundraising Committee
Michael Lee		Fundraising Committee
Tom Ng		Educational Accountability Committee
Bruce Saber		Facility Committee
Lindsey Seymore		Personnel Committee

Glenn Liebeck has served as the School Director since 2018 and Ashish Kapadia has served as the Executive Director since 2020.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Central Queens Academy Charter School II opened in 2024 with 180 kindergarten and 1st grade scholars. CQA II was founded to serve the families in District 24 in Queens, primarily those who live in and around the multiethnic, multicultural, and multilingual communities of Elmhurst, Corona and Woodside. Our scholars and their families hail from over 30 different nations and speak over 20 different languages at home. The majority of our scholars would be the first in their families to attend college.

Its mission is to prepare students for success in education, the workforce, and the community through a school that integrates literacy, standards-based academics, and culturally-responsive support services. CQAII shares the same core values as its sister school (CQA I); Care for Community, Quality of Character, and Achievement Through Academics. At CQA II, we strive to cultivate a vibrant learning community that embraces **diversity**, **nurtures curiosity**, and **empowers students**. Our goal is to create an inclusive environment where students engage in hands-on exploration, ask questions, take intellectual risks, and develop into lifelong learners. **Together**, we are shaping future leaders and changemakers who will champion equity and inclusion in our society.

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
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024-25	71	58	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	129

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CQA II students will become proficient readers and writers of the English language.

BACKGROUND

CQA II's ELA curricular approach is one that is hands-on, and inquiry based. Shared Reading is the heart of *Bookworms* reading instruction and practice. For teachers, it is the first block to plan for and master. For students, predictable, high-density access to knowledge and skills builds over time

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

in a challenging context. Shared Reading is a structured (not scripted) system for building word knowledge through explicit instruction and incidental exposure. Shared Reading weaves together a small number of structured (not scripted) instructional routines every day. Students will see that they can rely on Shared Reading to be predictable. They know what their teacher will do each day, and they know how to participate.

Shared Reading in kindergarten begins with a rich discussion of a book read repeatedly by the teacher, includes a poem discussed, memorized, and used for phonological language play, a targeted Word Study lesson to build basic decoding and spelling skills with a systematic scope and sequence along with handwriting demonstrations, and ends with demonstration and practice of concepts of print in a memorized rhyme.

First graders build upon the oral language and the basic decoding foundations they bring from kindergarten. Then the real reading begins. The teacher teaches quickly a vocabulary word that will aid understanding that day. Students share briefly a response from the previous day's reading and start their new reading. Depending on the time of year, the teacher sets a purpose for reading the day's text and engages students in Echo or Choral Reading, and then in Choral or Partner Reading. The teacher interrupts once to model a comprehension strategy, but reading resumes very quickly. The segment closes with a brief comprehension discussion. Finally, the teacher describes assignments to be completed in the student workbook during the Differentiated Instruction (DI) block.

While Shared Reading has just one consistent structure every day, ELA has two: Interactive Read Alouds and Writing. Compared to Shared Reading, both of these routines are more flexible and interactive. Teachers customize these routines to be personal to them and to their students. During ELA, we don't have the goal of building stamina, and in both the Read Alouds and the Writing lessons, students interact with the teacher and with peers.

Rounding out the 3-pronged approach to ELA, is our daily Differentiated Instruction block. Here we utilize our formative and summative assessment data to target skill development through intensive small group instruction. The flow of the 3-pronged approach resembles the following:

45 minutes	Grade Level: Shared Reading (SR)		
45 minutes	Grade Level: English Language Arts (ELA)		
	Interactive Read Alouds (IRA)	Writing Instruction	Culminating Tasks (CTs)
45 minutes	Assessment-Based Differentiated Instruction (DI) Block for three 15-minute groups		

In 2024-25, CQA II used multiple forms of assessments to monitor scholar growth and development. To assess literacy, the STAR Reading Assessment was used as an adaptive on-line tool to measure grade-level equivalency at various intervals in the year and assess end of year growth over baseline. The system was also used to identify scholars for our Tier 2 Academic Intervention System (AIS). When working to identify specific skill gaps and areas to address, we utilized the DI (Differentiated

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Instruction) assessments included in our *Bookworm* curricular units. In the upcoming 2025-26 school year, CQA II will shift its nationally-norm referenced assessment from STAR to NWEA MAP where we expect to see a stronger skills-specific reporting mechanism.

Professional development during 2024-25 at CQA II primarily focused on two areas: Building a strong school community culture, and unpacking the approaches to our ELA and Math curricula. Professional development took on multiple forms from intensive summer institute to weekly grade-level learning meetings to individualized 1:1 weekly coaching sessions.

METHOD

CQA II used the STAR Reading Assessment to measure scholar reading growth as compared to national norms. The assessment was taken 4x (Oct., Dec., Mar., May) throughout the school year. At each interval the grade level equivalency (GLE) was measured and communicated to families. After the May administration, we were able to determine End of Year (EOY) GLE as well as a clear growth over baseline.

RESULTS AND EVALUATION

At CQA II we noticed a measurable discrepancy between the results in Kindergarten (where scholars began their schooling journey with us) and 1st grade (where scholars began their schooling journey at a different school). In Kindergarten, more than 90% of scholars ended the year on or above the Kindergarten grade level band and on average measured at a 1.4 GLE- well above grade level. This represented an average of 1.2 years of reading growth between October and May. In 1st grade, just over 75% of scholars ended the year on or above the first grade level band and on average measured a GLE of 1.7. This represented an average of 0.8 years of reading growth between October and May.

Literacy

	2025 Avg. GLE	2024 Avg. GLE (previous cohort)	2024-2025 GLE Growth	2025 % on GL band	2024 % on GL band (previous cohort)
GK	1.4	N/A	1.2 yrs	94%	N/A
G1	1.7	N/A	0.8 yrs	76%	N/A

This data was matching that of our internal DI (Differentiated Instruction) Assessments pointing out the deficiencies and gaps in learning (academic, social, emotional) that were more prevalent for scholars that began in one school system and were dissatisfied enough to switch schools for 1st grade.

ADDITIONAL CONTEXT AND EVIDENCE

CQA II plans to and expects to build off of its effective first year of instruction to maintain strong learning outcomes for all learners.

ACTION PLAN

CQA II will continue to focus on improving literacy skills in all grades, using a variety of intervention and classroom strategies. CQA II will continue to enhance its ability to respond to ongoing assessments with its focused AIS staff, paired with increased time for DI Blocks for scholars to receive targeted small group instruction. Upon completion of each data set analysis, small and measurable 6-week goals will be established as targets in that 6-week cycle.

Additionally, CQA II will pivot from STAR Diagnostic Assessments to NWEA's MAP assessment with a focus on gaining better skill by skill mastery-level analysis to drive the planning and teaching. Finally, CQA will continue to identify strong pedagogues who have a background in teaching literacy skills and content at the elementary school level.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

CQA II has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA II's program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual math growth goals.

CQA II's math curriculum is a combination of Cognitive Guided Instruction (CGI) for math centers, and *Illustrative Math* for math workshop. These curricula allow for scholars to be easily engaged and master both the core computational mathematical skills and the larger conceptual understanding. Additionally, our program built-in an intensive small-group instruction block known as WIN (What I Need) TIME. During this block, scholars from across the grade(s) are brought together into small intentional and isolated small instructional groups to concentrate on particular skill gaps. The data from the aligned unit assessments are the drivers of the intentional groupings.

In 2024-25, CQA II used multiple forms of assessments to monitor scholar growth and development in mathematics. To assess math skills, the IXL Diagnostic Assessment was used as an adaptive on-line tool to measure grade-level equivalency at various intervals in the year and assess end of year growth over baseline. The system was also used to identify scholars for our Tier 2 Academic Intervention System (AIS). When working to identify specific skill gaps and areas to address, we utilized the *Illustrative Math* unit assessments. Similar to ELA, in the upcoming 2025-26 school year,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

CQA II will shift its nationally-norm referenced math assessment from IXL Diagnostic to NWEA MAP where we expect to see a stronger skills-specific reporting mechanism.

METHOD

CQA II used the IXL Diagnostic Assessment to measure scholar math growth as compared to national norms. The assessment was taken 4x (Oct., Dec., Mar., May) throughout the school year. At each interval the grade level equivalency (GLE) was measured and communicated to families. After the May administration, we were able to determine End of Year (EOY) GLE as well as a clear growth over baseline.

RESULTS AND EVALUATION

At CQA II we noticed some differences in the data trend for math than we did in ELA. While the kindergarteners also exceeded 90% of scholars operating on the kindergarten grade level band, it represented just about a half-year growth over baseline between Oct. and May. First grade, however, showed the similar decreased % of scholars operating on grade-level band, but their growth over baseline between Oct. and May was much stronger in math than in literacy.

Math

	2025 Avg. GLE	2024 Avg. GLE (previous cohort)	2024-2025 GLE Growth	2025 % on GL band	2024 % on GL band (previous cohort)
GK	0.9	N/A	0.4 yrs	95%	N/A
G1	1.9	N/A	0.9 yrs	75%	N/A

This data was matching that of our internal *Illustrative Math* Assessments pointing out the deficiencies and gaps in learning (academic, social, emotional) that were more prevalent for scholars that began in one school system and were dissatisfied enough to switch schools for 1st grade. However, they were able to more quickly navigate the mathematics program change.

ADDITIONAL CONTEXT AND EVIDENCE

CQA II plans to and expects to build off of its effective first year of instruction to maintain strong mathematics outcomes for all learners.

ACTION PLAN

CQA II will continue to focus on improving mathematics skills in all grades, using a variety of intervention and classroom strategies. CQA II will continue to enhance its ability to respond to ongoing assessments with its focused AIS staff, paired with increased time for DI Blocks for scholars

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

to receive targeted small group instruction. Upon completion of each data set analysis, small and measurable 6-week goals will be established as targets in that 6-week cycle.

Additionally, CQA II will pivot from IXL Diagnostic Assessments for math to NWEA's MAP assessment with a focus on gaining better skill by skill mastery-level analysis to drive the planning and teaching. We will still utilize the skill practice functions that IXL provides for scholars using an individualized approach. Finally, CQA will continue to identify strong pedagogues who have a background in teaching mathematics skills and content at the elementary school level.

GOAL 3: SCIENCE

Goal 3: Science

CQA students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

Similar to math, CQA II has built a science program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem solving while building conceptual understanding of basic scientific constructs. CQA II uses the *Mystery Science* curriculum to build understanding through the hands-on experimentation rather than prior to experimentation.

METHOD

In 2024-25, CQA II utilized curriculum provided lab-based experiments to gauge scholar understanding and skills. We did not utilize a nationally norm-referenced assessment for science.

RESULTS AND EVALUATION

CQA II scholars utilized the *Mystery Science* unit assessments and curriculum provided lab-based experiments throughout the year. In Kindergarten, scholars proved successful in both (unit assessments and lab-based experiments) in the following units: Animal Needs, Plant Needs, Severe Weather, Weather Patterns, Sunlight & Warmth, Pushes and Pulls. In grade 1, scholars proved successful in both (unit assessments and lab-based experiments) in the following units: Animal Traits & Survival, Plant Traits & Survival, Day Patterns, Night Patterns, Light/Sound/Communication.

ADDITIONAL CONTEXT AND EVIDENCE

After our first year of implementing the *Mystery Science* curriculum, we have concluded that more content, skills, and experiments are needed to supplement the program to adequately prepare scholars for upper-level science courses.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

CQA will continue to focus on improving science skills and content understanding in all grades. We will utilize an inquiry model of instruction centered on experiential learning to support content understanding and big unit connections. Additionally, we will use a variety of intervention and classroom strategies. This year we will continue to use our enhanced ability to respond to ongoing assessment with an increased AIS staff, paired with multiple time slots each week (WIN Time) for scholars to receive targeted small group instruction. CQA II will continue to build an excitement for and curiosity of the physical world around us, while building the scientific process skills to create and test hypotheses. Additionally, we will begin to use the newer grade 5 science exam to backwards map the skills and content into younger grade science programs and assure vertical alignment.

GOAL 4: ESSA

Goal 4: ESSA

CQA II will remain in good standing according to the state's ESSA accountability system.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

CQA II is in good standing.

ADDITIONAL EVIDENCE

CQA II just completed its first school year and only had kindergarten and first grade scholars.

Accountability Status by Year

Year	Status
2022-23	N/A
2023-24	N/A
2024-25	In Good Standing