



**Children's Aid College Prep
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Enter Name(s) and Title(s) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

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Nina Bershadker	Secretary	Finance and Audit Committee; Executive Committee

Drema Brown has served as the Head of School since July 2018.

SCHOOL OVERVIEW

Children’s Aid College Prep Charter School is a Children’s Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children’s Aid College Prep Charter School (“CACPCS”) was authorized by the State University of New York (“SUNY”) Board of Trustees as a K-5 charter school located in Community School District 12 (“CSD 12”) in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children’s Aid (formerly known as The Children’s Aid Society). CACPCS is a Children’s Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS’s first charter term. In December 2016 and again in March 2022, the SUNY Trustees granted CACPCS full five-year renewals of its charter.

CACPCS strives to provide all of its students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. CACPCS’s educational program prioritizes the following:

- 1) Ensuring strong alignment of curriculum, instruction, and leadership;
- 2) Improving internal data systems in support of student assessment and data-driven instructional practice;
- 3) Developing and retaining high-quality teachers and school leaders; and
- 4) Continuing implementation of comprehensive student supports that lead to student success.

The planning, implementation, and monitoring of these four priorities occurs through the leadership of the Head of School, the Elementary School Principal and the Middle School Principal. Because CACPCS is a K-8 school sited across two separate school buildings approximately one mile apart (an elementary school building and a middle school building), the educational program must create a seamless K-8 experience for students that prepares them for success in high school, college and beyond.

Priorities of the Educational Program

Specifically, CACPCS’s educational program includes four priorities that necessitated several significant shifts in practice from its second renewal period. These shifts are summarized in the table below and

aligned with the school's five key design elements. The most significant shifts align with Key Design Element 1 (instructional rigor and a robust academic program), Key Design Element 3 (frequent and purposeful assessments), and Key Design Element 4 (talented and committed professional staff and administrators). While minor changes were made to improve upon Key Design Element 5 (comprehensive community school services), changes to Key Design Elements 1, 3 and 4 impact the educational program specifically and are important to note.

The table below illustrates how the four educational program priorities address the Key Design Elements.

Educational Program Priorities and Proposed Key Design Elements (KDE) Crosswalk		
Priorities	Related Key Design Elements	Summary of key changes to Key Design Elements
1. Ensuring strong leadership, instruction, and curriculum	<i>Key Design Element 1</i> Instructional rigor and a robust academic program <i>Key Design Element 4</i> Talented and committed professional staff and leaders	• Clearer focus on higher order thinking and application of skills and content knowledge • Culturally Responsive and Sustaining Education • Cross-content connections (K-8) • Student choice and voice • Instructional leaders use Big Five, tools and protocols to supervise curriculum and instruction
2. Improving internal data systems in support of assessment	<i>Key Design Element 3</i> Frequent and purposeful assessments	• Academic and co-academic measures • National, standardized assessments in ELA and Math • Regular, strategic use of assessment data by teachers and leaders supported by proven protocols and tools
3. Developing and retaining high-quality teachers and leaders	<i>Key Design Element 4</i> Talented and committed professional staff and leaders <i>Key Design Element 5</i> Comprehensive community school services	• The Thoughtful Classroom's instructional framework for effective teaching, the foundation of CACPCS's instructional practices, is more clearly supported by clear defined coaching and professional development practices (i.e. The Big Five). • Teachers and leaders can rely on the Community School team to support students' needs so they can remain focused on teaching and learning.
4. Continuing implementation of comprehensive student supports that lead to sustained student success	<i>Key Design Element 5</i> Comprehensive community school services	• Community school services and programs are comprehensive and focused on clear goals for student success.

Priority 1: Ensuring Strong Leadership, Instruction, and Curriculum

- The first priority is ensuring strong leadership, instruction, and curriculum. Key to addressing this first priority was the need to make some shifts in the focus of Key Design Element 1 (instructional rigor and a robust academic program) to align with the level of rigor and expectations inherent in NYS's Next Generation Learning Standards ("NGLS") and the principles of Culturally Responsive-Sustaining Education ("CR-SE").¹
- In 2017, near the start of CACPC's second charter term, the NYS Board of Regents adopted the NYS NGLS, which built on the Common Core State Standards but included revisions designed to clarify and streamline certain standards in ELA and Math at various grade levels.

¹ <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

The NYS Education Department (“NYSED”) developed roadmaps that outlined the timeline for transition to the NGLS, with full implementation of the NGLS by 2022. These roadmaps were revised in April 2021 such that the first administration of NYS grade 3-8 ELA and Math assessments aligned with the NGLS occurred in 2022-23. In preparation for this shift, CACPCS’s educational program had to prepare its students to meet or exceed the NGLS as assessed on the NYS ELA and Math exams.

- The goals of the NYSED CR-SE framework align with CACPCS’s mission, vision, and holistic approach to education. Specifically, the CR-SE framework seeks to achieve the following goals: (1) to affirm racial and cultural identities and foster positive academic outcomes; (2) to develop students’ abilities to connect across cultures; (3) to empower students as agents of social change; and (4) to contribute to an individual’s engagement, learning, growth, and achievement through the cultivation of critical thinking.
- Key Design Element 1 articulates an instructional vision that ensures that CACPCS’s students are meeting or exceeding the NGLS and are educated in a CR-SE environment.

Priority 2: Improving Internal Data Systems in Support of Assessment

- CACPCS changed its primary internal assessment and implemented changes to Key Design Element 2 (frequent and purposeful assessment). These changes helped leaders and teachers better prepare students to meet or exceed the NGLS and better evaluate the effectiveness of the school’s overall educational program. CACPCS’s instructional staff use a range of assessment tools better aligned with the changes in standards described above that also provide timely and robust data to drive instruction. Some of these assessments include ANet assessments in ELA and Math and i-Ready.

Priority 3: Developing and Retaining High-Quality Teachers and Leaders

- The Thoughtful Classroom’s instructional framework for effective teaching serves as the foundation for CACPCS’s instructional practices. The Thoughtful Classroom framework is research-based, clear, and aligns with CACPCS’s instructional vision and values. This framework was further supported by more clearly defined coaching and professional development structures, tools, and practices that prioritize the ongoing content-knowledge development of teachers and leaders. Teachers and leaders regularly collaborate during reviews of student work in order to develop meaningful and actionable next steps to ensure that daily lesson plans and instruction are meeting the needs of students.

Priority 4: Continuing Implementation of Comprehensive Student Supports

- From its inception, CACPCS has benefited from Children’s Aid’s decades of community schools practice in NYC. The community school staff and the programs and services they provide form an important “backbone” of support that allows school leaders and instructional staff to remain focused on the daily work of teaching and learning.

- Children's Aid and CACPCS developed a logic model for its community school strategy which is used to set short-term, intermediate and long-term goals that inform annual priorities and action plans that include key school activities that align community school programs and services with the school's overall goals for student success. The CACPCS logic model addresses seven key areas: Social Emotional Learning, Attendance, Learning and Cognitive Development, Supports for Academically Vulnerable Students, Health and Wellness, Family Engagement and Social Justice and Community Awareness.

The following sections outline in more detail how the priorities and Key Design Elements described above were reflected in CACPCS's leadership, instruction, curriculum, assessment, and professional development plans during the 2024-25 school year.

Instructional Leadership

During the 2024-25 school year, CACPCS built on the investments made to build a robust instructional leadership team during the previous years with continued investments in partnerships to continue building the practices of instructional leadership at CACPCS. Achievement Network (ANet) and the Lavinia Group provided CACPCS's leadership with strategic planning, training, coaching and instructional resources in ELA and Math for grades K-8. Dr. Mahfood, Professor of Science Education and Columbia's Teachers College and Yalea Baughman, a Science and Math Curriculum Designer and Leadership Coach provided Science curriculum consultation to both the middle school and elementary school teams respectively to provide guidance in this area. These partnerships have continued to help align curriculum and instructional practices across CACPCS's full grade span in meaningful ways.

The elementary school's instructional leadership team was comprised of: (1) the Principal who provided instructional supervision across the entire school and specifically for grades 4-5; (2) an Academic Dean who supervised instruction for grades K-1; (3) another Academic Dean who supervised instruction for grades 2-3; (4) and the Director of Special Education and Intervention who supervised the Interventionists and oversaw the Special Education services provided to K-5th graders with IEPs. The middle school's instructional leadership team was comprised of: (1) the Principal who provided instructional supervision across the entire school and specifically for Math and Science; (2) an Academic Dean who supervised instruction for ELA and Social Studies (3) another Dean who supervised instruction across the Specials teachers; (4) and the Special Education and Intervention Coordinator who supervised the Interventionists and oversaw the Special Education services provided to 6-8th graders with IEPs. The Head of School convened the principals weekly to plan and address barriers to instructional leadership and instructional improvements. The principals convened their instructional leadership teams weekly. These weekly instructional leadership teams when needed included the presence of ANet or Lavinia Group consultants.

As noted above, instructional leaders focused on the Big Five key leadership systems and structures² while providing instructional staff with the necessary supervision, feedback, and mentorship required to improve student learning. The Big Five's systems and structures included:

- 1) Teacher content knowledge development;
- 2) Leader content knowledge development;
- 3) Lesson plan reviews and feedback;
- 4) Leader reviews of student work; and
- 5) Targeted, goal-driven teacher coaching.

The Principals (supported by partners like the Lavinia Group and ANet) continued to identify, implement, and monitor those leadership structures, protocols, and practices that supported teacher development. CACPCS's commitment to co-teaching, provided nearly every ELA and Math class with at least two instructors which also meant larger supervisory loads for school leadership. As a result, instructional leaders used collaborative planning structures (i.e. grade and content team meetings) and protocols (e.g. data review meeting protocols, Intellectual Preparation meeting agendas, etc.) to bring instructional staff together for activities. Activities included student work reviews, lesson plan development, coaching, and professional development to maximize staff time and attention.

Instructional Practices at CACPCS

Per the Key Design Elements, all CACPCS teachers are expected to have an overall approach to teaching and learning that is data-driven and strategic. This means they must have a repertoire of research-based instructional strategies at their disposal and can select strategies that support their objectives and adapt strategies to meet particular learning goals based on assessment data. The Thoughtful Classroom instructional framework and related instructional tools (as noted above) helped leaders and teachers strategically employ multiple research-based instructional strategies like the following:

- Teachers differentiated instruction, which expanded student learning and achievement because there are different styles of student thinking (e.g. students respond differently to different approaches).
- Teachers increased student engagement by incorporating motivational elements like controversy, choice, competition, challenge, and curiosity, which captured student interests and secured their commitment to learning.
- Teachers helped students deepen their understanding of core content through their use of multiple styles of teaching (i.e. lecture vs. coaching) to create greater retention, deeper comprehension, and achievement.

² The Big Five were developed by CACPCS instructional leaders in consultation with the Lavinia Group.

The Thoughtful Classroom instructional framework promoted common language around quality instruction through the use of research-based instructional practices, which were clear and accessible to both novice and veteran teachers. The school's web-based performance evaluation system, Education Advanced ("EA"), also enabled transparent communication between instructional leaders and teachers about teacher performance while allowing instructional leaders to identify trends for targeted professional development. New teachers were oriented to the Thoughtful Classroom framework upon joining the CACPCS staff. The Thoughtful Classroom framework informed all professional development, feedback, and coaching as instructional leaders helped teachers (new and veteran) expand their research-based strategies in their daily classroom practice.

An Integrated Approach to Technological Literacy

Use of appropriate technologies in the context of regular classroom instruction enabled students to develop technological fluency, widely recognized as essential to educational and professional advancement. Teachers have access to technology and were expected to employ technology for instructional purposes. In addition, teachers and students used various virtual learning platforms, web-based programs, and technologies throughout their academic studies, such as online databases, modeling software, word processing, and communication/presentation programs. Examples include IXL, Google Classroom, I-Ready and Zearn. Students' access to devices in classrooms (i.e. Google Chromebooks) ensured that teachers could build technological literacy through meaningful learning challenges in their classrooms.

Co-Teaching within a Departmentalized Approach

CACPCS continued to use a departmentalized approach to instruction with subject-based teachers in all four core subject areas beginning in grade 4, with the exception of Humanities in the elementary school which integrated ELA and Social Studies. CACPCS began this approach in grade 4 because it allowed teachers to work in their strongest content area, allowing them to focus on deepening their content knowledge and building their repertoire of instructional strategies. This deepening of the teachers' focus supported student learning because teachers' content knowledge and capacity to anticipate and address student misconceptions increased. Each core subject teacher had a certified special education teacher on their grade or content team, thus allowing CACPCS to better leverage the training and expertise of those teachers and created opportunities for co-teaching in ICT settings at each grade level and in each content area despite a shortage in Special Education certified teachers. Co-teaching was beneficial to all students as it created more opportunities for strategic small group instruction. However, it was particularly helpful for Multilingual Learners (MLLs), students in need of academic intervention, and students with special needs, for whom the different teaching strategies and adaptations made in smaller groups were more effective in addressing their learning needs.

Addressing the Needs of Special Student Populations

Historically, approximately 86% of CACPCS students have been designated as "economically disadvantaged," approximately 20% of students have Individualized Education Plans ("IEPs"), and just under 30% have been MLLs. To best support the needs of all students, CACPCS took a comprehensive,

school-wide Response to Intervention (“RtI”) approach. The RtI approach to supporting the diverse learning needs of students continued to be a central feature of the school’s educational program.

CACPCS special populations – Students with special needs, MLLs, and students struggling to meet grade-level standards (Tier III students³) - were prioritized for intervention services. CACPCS continued meeting the required mandates for SWD and MLLs and CACPCS leadership and staff consistently reiterated the school’s goal of being a fully inclusive environment designed to serve the needs of all students. This message was reinforced during the hiring process, and during student, parent, and staff orientations every year.

CACPCS’s RtI approach was defined by five elements:

- 1) Assessments (both academic and behavioral);
- 2) Data-driven decision-making (i.e. progress monitoring and action planning);
- 3) Multi-level instruction based on intervention tiers (Tiers I, II, and III);
- 4) Infrastructure and support (i.e. co-teaching, access to disaggregated ANet data, a dedicated supervisor); and
- 5) Fidelity and evaluation (i.e. regular training and refreshers on Wilson Reading Intervention).

RtI data was reviewed monthly by the Special Education Team (which includes all Interventionists and the school’s paraprofessionals) and school leadership for ongoing coordination. The Director of SPED and Intervention, who oversaw the Special Education Team and supervised all special education programs and related services, managed the RtI data reviews with the support of the school’s Data Analyst. The principals and Academic Deans worked closely with the Director of SPED and Intervention to review instructional practices to support these groups of students and to monitor assessment data collaboratively.

The Director of SPED and Interventions also convened IEP Team Meetings. To meet IEP mandates, instructional leadership teams at both locations ensured the following:

- Integrated Co-Teaching (“ICT”) classrooms had at least a 60/40 split of general and special education students within the classrooms;
- Special Education Teacher Support Services (“SETTS”) mandated services were provided by CACPCS Interventionists; and,
- Teachers implemented and tracked IEP goals quarterly (at a minimum).

³ Diagnostic ELA and Math assessments are administered at the beginning of each school year. The instructional leadership team uses this baseline assessment data to group students into three tiers, with Tier III students identified as those students struggling to meet grade-level standards. Classifications are re-evaluated with subsequent assessments including quarterly Fountas and Pinnell and ANet assessments, running records, and Close Reading data, and may also be revised based on classroom observations by members of the instructional leadership team. CACPCS Interventionists focus on Tier III students, which tend to be predominantly SWD and ELLs.

CACPCS classrooms featured a co-teaching model in which most classrooms have two teachers and/or a teacher and paraprofessional. This co-teaching model provided the first additional layer of support for CACPCS special populations. Professional development and teacher coaching included dedicated time for co-teaching strategies. Instructional leaders modeled different types of co-teaching strategies and provided coaching on when to implement the different strategies (e.g., parallel teaching, alternative teaching or team teaching, utilizing stations, or implementing a lead teacher with support teacher model). Professional development time provided to staff working with special populations, including during half-days allotted specifically for staff training, have increased over the years as CACPCS's special populations have grown. Sustaining this high level of professional development time continued to be a priority during the 2023-24 school year.

Increased Supports for Multilingual Learners (MLLs)

As CACPCS's MLL population has grown, school leadership has recognized a need to better address MLL learning differences and provide additional supports that work to students' strengths. CACPCS maintained an increased level of MLL supports during the 2023-24 school year, prioritizing the identification of MLLs, progress monitoring, and increased staff support. Increased staff support was directed primarily at the elementary school, where the majority of our MLLs enter CACPCS.

Specifically, upon an MLL student's enrollment, CACPCS develops an MLL Snapshot that contains their completed home language survey, language proficiency level, a summary of the processes and tools used to determine their proficiency level, and all other baseline data collected at the beginning of the school year. If the student also has an IEP, the MLL Snapshot information was added to their IEP-at-a-Glance document for coordination with the Director of SPED and Interventions team. Clarifying how and when new MLLs entering CACPCS are identified allowed school leadership to confirm their MLL status and English language proficiency at the beginning of their enrollment and in order to develop a more strategic support plan for each student.

To provide increased instructional support (including progress monitoring) at the elementary school, CACPCS employed a full-time MLL Specialist to provide daily instruction to groups of students in grades 2-5. The ESP Specialist also:

- Served as a key coordinator of services for MLLs in grades K-5, including providing colleagues with ESL goal-setting and tracking support;
- Worked directly with a caseload of the highest need MLLs in grades 2-5;
- Supported instructional leaders in reviewing grade 2-5 ELA lesson plans with a lens on language objectives and differentiation strategies;
- Attended implementation meetings to practice differentiation strategies with colleagues;
- Supported ESL goal-setting and monitoring in grades K-1; and
- Shared ELL progress monitoring data during monthly grade-level data team meetings.

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Increased support of MLLs in the middle school focused on language acquisition and writing goals, and monitoring the progress of all of the MLLs but especially the highest need MLLs in grades 6-8. The Middle School ESL Coordinator also:

- Created MLL Snapshots for all middle school ELLs, collecting the same Snapshot information as that collected at the elementary school;
- Tracked MLL program compliance across the middle school;
- Attended monthly Professional Learning Community (“PLC”) Meetings with the two other teachers identified as ESL Specialists in the middle school and discuss the progress of MLLs on their caseloads;
- Used PLC Meetings with the ESL Specialists and ELA teachers to review ELA lesson plans for appropriate language objectives and differentiation strategies; and
- Attended Implementation Meetings to practice differentiation strategies.

After School Tutoring and Enrichment and the Summer Boost Program

CACPCS leveraged after school and summer tutoring and enrichment resources to address the needs of special populations. During the 2024-25 school year, CACPCS targeted four groups of students for its after school and summer programming. First, CACPCS used internal assessment data (Foundations and Wilson Reading System progress monitoring data, F&P reading level data, Lavinia Close Reading score progress, ANet ELA and Math interim assessment data and attendance data to identify students for these programs who demonstrated need for additional academic support. Using the data listed above, CACPCS identified those students who were “Promotion-In-Doubt” in February 2025 in Grades K-8. Those students were mandated to attend the summer program followed by students who may not have demonstrated the most severe academic need according to those data sources, but may have been referred either by a staff member, parent or caregiver due to other academic, social or emotional needs not fully reflected by these data sources. Third, in addition to those Rising 6th graders who are identified as “Promotion in Doubt”, the entire Rising 6th grade was offered the opportunity to attend the Summer Boost program to support their transition to middle school. Based on past attrition between 5th and 6th grade at CACPCS, we anticipated that approximately one-third of the current 5th grade class would attend the summer program either as required as a student who is “PID” or as a voluntary opportunity for additional support upon the transition to middle school. Finally, rising Grade 1-7th grade students new to CACPCS were offered the opportunity to attend the summer program in 2025.

Professional Development and Teacher Evaluation

To address declines in overall ELA and Math proficiency that occurred during the second charter term, the Board and school leadership identified a team of educational partners who shared CACPCS’s mission, vision, and values and could provide technical expertise to support the school’s leaders and teachers. The goal was to have these partners inform CACPCS’s plans for improvement. The partnerships with ANet and the Lavinia Group have proven to be very consequential; these partners shared tools,

structures, and instructional strategies that helped CACPCS leadership develop plans for professional development and evaluation for the next charter term.

During the 2024-25 school year, professional development and teacher evaluation was based on shared definitions for institutional educational equity and instructional equity. These definitions were adopted in consultation with ANet and the Lavinia Group and informed by the Big Five key leadership systems and structures.⁴ The definitions of educational and institutional equity require that CACPCS develop leadership practices and a culture that guaranteed educators engaged all students with the meaningful support they need to meet and exceed the standards through high-quality instruction. High quality instruction means that across content areas, staff act on the belief that all students come with valuable knowledge and an innate ability to learn. The following were expected to occur consistently:

- Educators held high expectations for all students and recognize and disrupt their own/others' biases which can erode expectations for students;
- Classrooms honor students' cultures and cultivate a growth mindset;
- Students shouldered the cognitive lift in their learning and share their developing thinking;
- Targeted opportunities were provided to address unfinished learning/teaching to make grade-level instruction accessible for all students; and,
- Instruction was adjusted and responsive to student needs based on targeted data analysis of student work.

CACPCS's leadership continued to implement the Big Five leadership systems and structures during the 2023-24 school year. The Big Five included a focus on teacher content knowledge development; leader content knowledge development; lesson plan reviews and feedback; leader reviews of student work; and targeted, goal-driven teacher coaching.

CACPCS recognizes that new teachers need a great deal of support early in their careers in learning how to unpack standards and to match students' skill and content needs with appropriate instructional strategies. More veteran teachers need support in deepening their understanding of how students can and should demonstrate mastery of standards and build their instructional repertoires accordingly. The Big Five, and the related structures (e.g. Intellectual Prep meetings) and protocols (three-day close reading plans, Intellection Prep meeting agendas) have helped CACPCS leaders better support teachers with varying levels of experience. Leaders model collaborative goal-setting with teachers based on student assessment data, which teachers can then implement with students. Implementation Meetings helped leaders bring teachers together to plan and practice important lessons in order to leverage the group's collective capacity. In these ways, new and veteran teachers are supported by leadership systems and structures that build on their strengths while addressing their professional learning needs.

⁴ Taken from ANet's Equity Definitions

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The Principals led the development and implementation of professional development plans at each school location. The Principals refined those plans through regular reviews of teacher Snapshot and evaluation data, as well as reviews of coaching trackers to ensure professional development was consistent and strategically based on scholar and teacher strengths and needs.

ENROLLMENT SUMMARY

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

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	67	67	65	73	75	71	67	56	47					588
2023-24	75	78	71	79	79	80	64	50	57					633
2024-25	62	80	81	69	75	78	61	63	48					617

GOAL 1: ENGLISH LANGUAGE ARTS

Children's Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

All CACPCS curricula aligns with the NYS Next Generation Learning Standards.

K-5 Humanities (English Language Arts/Social Studies) and 6-8 English Language Arts

CACPCS's elementary school continued combining ELA and Social Studies into a Humanities block. Social Studies provides a natural, engaging, and exciting lens through which to promulgate the literacy skills students need to read, comprehend, discuss, analyze, and write about challenging and complex texts. As a result, during the 2024-25 school year, CACPCS's elementary and middle school implemented the Lavinia Group's *RedThread* Humanities curriculum.

RedThread is an integrated reading, writing, and history curriculum that uses studies of historical content, high-quality literature, and project work to build students' content knowledge and critical thinking over time. *RedThread's* courses are designed to present diverse points of view and cultural experiences through use of diverse authors; books that reflect students "own voices"; and texts written by and about the experiences of historically marginalized peoples. The *RedThread* curriculum is meant to build cultural competence and provide affirming mirrors that reflect students' experiences and windows into people, places, and periods that are new to them. *RedThread* also features community and social justice-oriented themes and driving questions for every grade level. These foster sociopolitical

consciousness and are informed by tools like The Metropolitan Center for Research on Equity and the Transformation of Schools' Culturally Responsive Curriculum Scorecard.⁵

The Humanities approach provided many opportunities to integrate rich and seminal pieces of American and world literature into each period of study, bringing history to life in unique and exciting ways. As such, Humanities has the capacity to instill in students the joys of reading and a life-long love and understanding of diverse literature. To ensure that CACPCS students are college-and-career-ready in reading, writing, speaking and listening as defined by the NGLS, CACPCS's Humanities curriculum built the students' capacity to:

- 1) Demonstrate independence as self-directed learners;
- 2) Establish a comprehensive base of content knowledge;
- 3) Adapt their communication in relation to audience, task, purpose, and discipline;
- 4) Comprehend and critique as readers and listeners;
- 5) Value evidence in their own interpretation as well as other's interpretations;
- 6) Use technology and digital media strategically and capably to enhance literacy applications; and
- 7) Appreciate other perspectives and cultures.

The K-5 Humanities and grade 6-8 English Language Arts and Social Studies programs fostered a love of writing while instilling the foundational skills necessary to write successfully for formal and informal purposes. Students were given ample opportunities to demonstrate their understanding of text types and styles and the conventions of language. Writing included, but was not limited to: arguments with attention paid to valid reasoning and the use of supporting evidence; informative and explanatory texts; responses to literature; creative writing; and fiction and nonfiction narratives. Students were expected to produce writing in all genres that is organized; coherent; appropriate for the task, purpose, or the expected audience; and demonstrates an understanding of the conventions of academic English.

The elementary and middle school instructional leadership teams continued to ensure that instructional action plans for K-5 Humanities and 6-8 English Language Arts and Social Studies were coherent, fully implemented and adapted based on internal assessment results. Instructional leaders and content area consultants from the Lavinia Group (ELA and Math), Wilson Reading and ANet, supervised by the

⁵ <https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards>

Principals continued to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular instructional leadership team time at each school location was dedicated to ensuring that literacy action plans were coherent, and were having the desired impact on student learning. Literacy action plans featured the following:

- All K-2 students received weekly instruction using Foundations.
- All K-6 students received 30-40 minutes of guided reading instruction 2-3 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- MLLs in grades 6-8 received guided reading instruction to better address their needs.
- Close reading instruction occurred at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses that reflect their comprehension across a variety of fiction and non-fiction texts. The Lavinia Group continued to provide CACPCS the texts for close reading throughout the school year.
- Structured word study and vocabulary instruction in all grades continued to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas.
- Implementation fidelity was prioritized for reading interventions (e.g. Wilson Reading).
- CACPCS continued its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, high-interest literature and more time during the instructional day for independent reading.
- Grades 3-8 used novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in guided reading and close reading to classroom discussions, projects, and presentations.
- Learning and instruction for those students already meeting grade level standards was supported by the implementation of learning centers and blended learning experiences using educational technology that prioritizes tools that allow the school to easily track students' learning as they use these tools.

Utilizing results from interim assessments and practice tests, the Principals and Academic Deans conducted item analyses using ANet's data review protocols to continue to support teachers in their daily lesson planning. In grades 6-8, there was a particular focus on the consistent implementation and review

of formative (daily and weekly) and summative assessments at the end of units of study. These frequent reviews will further drive instruction and content/skills mastery while reinforcing teachers' understanding of power and supporting standards. I-Ready was used to support independent practice and reinforcement of certain skills and strategies in ELA for Grades 6-8.

Literacy was not limited to Humanities or ELA classes at CACPCS. CACPCS elementary and middle school students learn to read, write, speak, listen, and use language effectively in all content areas. Instruction in Social Studies, Science, Math, and the Arts placed an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach supported the building of new knowledge about a variety of subjects and helps students think critically about historical and current events, themes, and technical and scientific issues.

Students were also expected to communicate clearly, effectively, and persuasively in the spoken language. Humanities and ELA instruction, as with all content courses, facilitated collaborative discussions in the classroom requiring students to listen carefully to their peers and teachers in order to build upon expressed ideas. In addition to classroom conversations, learning experiences across content areas required students to make oral presentations.

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	
3	54	0	0	0	0	0	15	69
4	63	0	0	0	0	0	12	75
5	71	0	0	0	0	0	7	78
6	52	0	0	0	0	0	9	61
7	58	0	0	0	0	0	5	63
8	39	0	0	0	0	0	9	48
All	337	0	0	0	0	0	57	394

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	54	42	78%	46	35	76%
4	63	46	73%	55	41	75%
5	71	47	66%	62	42	68%
6	52	21	40%	40	16	40%
7	58	43	74%	53	38	72%
8	39	29	74%	35	27	77%
All	337	228	68%	291	199	68%

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
337	11	22	37	31

$$PI = 0 * [11]_{Level\ 1} + 1 * [22]_{Level\ 2} + 2 * [37]_{Level\ 3} + 2.5 * [31]_{Level\ 4} = \mathbf{161.1}$$

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.

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.⁸

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	76%	46	38.6%	1145
4	75%	55	38.7%	1115
5	68%	62	43.2%	1215
6	40%	40	31.8%	962
7	72%	53	37.8%	1001
8	77%	35	36.5%	1031
All	68%	291	37.7%	6469

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.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.0	454.0	437.7	1.66
4	91.0	451.0	438.9	1.12
5	86.1	441.0	438.2	0.28
6	95.1	446.0	436.9	1.00
7	86.0	452.0	444.1	0.85

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	89.4	466.0	444.7	2.16
All	89.4	451.0	439.7	1.15

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.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with 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
4	45.2	50.0
5	47.3	50.0
6	58.4	50.0
7	73.6	50.0
8	74.5	50.0
All	57.4	50.0

ELA INTERNAL EXAM RESULTS

During the 2024-25 school year, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: Guided

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

reading and close reading data, Achievement Network (ANet) interim assessments in ELA for Grades 2-8 and I-READY ELA assessments for Grades 6-8.

Annually, CACPCS compares students' performance outcomes on the NYS ELA tests at Grades 3-8 against CACPCS's ANet results throughout the year since ANet was the school's main internal assessment to determine if students are on track to meet or exceed NYS ELA standards. Each year, the team finds that ANet assessments appear to be predictive and more rigorous than the NYS ELA tests given the number of students who meet or exceed proficiency on the NYS ELA exams but who did not meet or exceed their grade-level proficiency benchmarks based on the ANet performance levels set collaboratively with outside consultants each year. This comparative analysis between NYS test performance against ANet interim assessment results included NYS Performance Level thresholds and ANet performance levels set collaboratively with the ANet and Lavinia Group content coaches. It is important to note that ANet assessments are not cumulative and measure mastery of different standards at different times of the year based on the school's curriculum. The comparative analyses are based on the student's *average* ANet level and their most recent NYS ELA test performance level. The instructional leadership teams (in consultation with the ANet and Lavinia Group coaches) sets grade-level performance goals for each interim assessment.

The 2024-25 ANet ELA assessments results followed a similar pattern as previous years, however, the instructional leadership teams at both locations worked with teachers on providing more data-driven, timely and meaningful feedback to students and more strategic small group instruction for those students who scored at Level 1 on the earlier assessments to address gaps in learning. The Interventionists' work with students receiving Tier 3 interventions also mirrored more frequently grade-level content in order to ensure that students receiving interventions also had access to rigorous grade-level content. ANet assessments were not predictive of performance on the NYS ELA tests in Grades 5-8 and was only somewhat predictive in Grades 3 and 4. The team also tracks student growth across specific standards assessed on the ANet interim assessments across Grades 2-8. In addition to ANET, grades 6-8 have been able to monitor student progress towards mastery of specific skills using i-Ready while providing students with opportunities for independent practice. As an assessment tool for Grades 6-8 ELA, i-Ready has proven to be a rigorous tool (see results for i-Ready Measure 4 below) which provides students (including students within certain subgroups) with access to rigorous grade-level opportunities to demonstrate mastery of ELA skills and strategies (see i-Ready Measure 3 below).

Achievement Network (ANET English Language Arts)

Assessment 1 (A1)- November 2024 (Grades 2-8)

Grade	Subgroup	Target -A1	Results – A1	Met?
2	All students	30%	46%	Yes
3	All students	50%	45%	No

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4	All students	45%	45%	Yes
5	All students	45%	64%	Yes
6	All students	40%	42%	Yes
7	All students	40%	52%	Yes
8	All students	50%	49%	No

Assessment 2 (A2)– January 2025 (Grades 2-5 ONLY)

Grade	Subgroup	Target -A2	Results – A2	Met?
2	All students	45%	61%	Yes
3	All students	55%	48%	No
4	All students	55%	50%	No
5	All students	55%	69%	Yes

Assessment 3 (A3)– February/March 2025 (Grades 2-8)

Grade	Subgroup	Target -A3	Results – A3	Met?
2	All students	50%	61%	Yes
3	All students	60%	51%	No
4	All students	65%	57%	No
5	All students	60%	59%	No
6	All students	50%	39%	No
7	All students	50%	62%	Yes
8	All students	60%	47%	No

Assessment 4– June 2025 (Grades 2-8)

Grade	Subgroup	Target -A1	Results – A4	Met?
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2	All students	65%	55%	No
3	All students	75%	63%	No
4	All students	70%	56%	No
5	All students	70%	64%	No
6	All students	60%	44%	No
7	All students	60%	57%	No
8	All students	70%	55%	No

i-Ready (English Language Arts)

2024-25 i-Ready English Language Arts 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%	172	154.5	Yes
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%	103	156%	Yes
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 ¹¹	156% ¹²	16	111%	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%	145	37%	No

¹¹ 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

¹² 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

End of Year Performance on 2024-25 i-Ready **English Language Arts** Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	32	69	29	52
7	38	66	38	60
8	49	37	45	33
All	38	172	37	145

End of Year Growth on 2024-25 i-Ready **English Language Arts** Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	167.0	69
7	92.0	66
8	211.0	37
All	154.5	172

SUMMARY OF THE ELA GOAL

During the 2024-25 school year, CACPCS met four of the five ELA goals it was required to report on at the time of this submission. CACPCS met one of the two required absolute measures and both of the comparative measures and the growth measure. CACPCS did not meet the absolute measure requiring 75% of its students enrolled at least their second year to perform and proficiency. CACPCS exceeded the required growth measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No

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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.	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.	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.	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.	Yes

EVALUATION OF ELA GOAL

CACPCS's overall performance in ELA improved by 10-percentage points for all students and 10-percentage points for those who have had been enrolled at CACPCS for two or more years. Second, CACPCS exceeded its MIP of 117.3 by achieving an MIP of 161.1. CACPCS also outperformed CSD 12 in ELA in every grade. Across Grades 3-8 the percent of CACPCS's students who met or exceeded proficiency in ELA was 68% compared to 37.7% of Grade 3-8 students from CSD 12. Next, using the most recent available data from 2023-24, CACPCS exceeded its predicted level of performance on the NYS ELA exam (performing higher than expected to a meaningful degree) for all grades except Grade 5 according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. Grade 5 only slightly underperformed this metric (i.e. 0.28 instead of 0.3 and higher). Furthermore, under the state's Growth Model used in 2023-24, CACPCS exceeded the state's target of 50.0 with a mean unadjusted growth percentile of 57.4 in ELA.

Finally, while CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year performed at or above proficiency in ELA, the school's growth from 58% in 2023-24 to 68% in 2024-25 demonstrates significant progress. Between 2023-24 and 2024-25 every grade level except Grades 6 and 8 showed significant growth in the percentage of students enrolled two or more years who achieved or exceeded proficiency. For example, the 2024-25 Grade 5 Cohort's performance was 36-percentage points higher than the Grade 5 Cohort the previous year. The 2024-25 Grade 7 Cohort improved by 12-percentage points over the previous Grade 7 Cohort.

CACPCS's overall educational program contributed to the gains and growth in ELA shown in the previous charts. Specifically, the school's four priorities¹³ described at the beginning of this report, create the conditions for a school-wide focus on literacy instruction that is conducive for CACPCS's students and teachers. Many of CACPCS's teachers are very comfortable with the ELA curriculum and intervention strategies because they have been with us for several years and have developed confidence with the materials and instructional strategies.

Additionally, CACPCS's early literacy approach which includes the use of Foundations with all students in Grades K-2, word study, guided reading and close reading is comprehensive. A strong team of reading interventionists and MLL interventionists who provide small group and one-on-one support and implement interventions like the Wilson Reading intervention program with fidelity provides support for those students who are struggling to meet grade level standards at all grade levels. A school-wide focus on student engagement, quality ELA assessments, teacher and student goal-setting, strong academic progress monitoring, reviews of student work and regular opportunities for teachers to receive feedback from leaders and for students to receive feedback from teachers also contributed to the ELA results described earlier in this report.

The continued growth in ELA in the upper grades was the result of a clear vision, a focus on alignment between high quality instructional materials, consistent formative and interim assessments as well as the use of strategic instructional practices and actionable data teachers could use for timely, purposeful feedback. Investments in teacher development (e.g. time spent in team planning) provided the opportunity to work on aligning instructional materials and assessments and on strategies for using actionable data for purposeful feedback. Teacher performance benchmarks were visible and regularly referred to throughout the year during formal and informal observations, during coaching and in teacher team meetings. The use of exit tickets in ELA (which was a new practice in ELA in 2024-25) helped provide scholars and teachers with real-time actionable data about learning. Because the middle school ELA team has been using most of these strategies for so long teacher capacity has continued to grow over time and teachers have developed a better grasp on the texts at each grade level and the instructional practices needed to promote student learning. In short, teachers have begun to internalize these strategies and practices.

Middle school teachers' proficiency with the practices described above created the opportunity for the necessary shifts to more complex practices (evidence-based reasoning; building knowledge through content-rich texts and real-world connections) and a focus on cognitive lift (i.e. shifting the thinking work on the students). Finally, assigning the Academic Dean (given her expertise) to work with the Interventionists had a significant impact on those students who were struggling to meet standards.

¹³ (1)ensuring strong leadership, instruction, and curriculum; (2) improving internal data systems in support of assessment;(3)developing and retaining high-quality teachers and leaders; and (4)continuing implementation of comprehensive student supports that lead to sustained student success

Consistent parent meetings with the parents of the students who were not showing the expected progress helped as well.

ELA ACTION PLAN

In 2024-25 ELA test results in Grades 3-5 revealed strong progress across Grades 3-5 with extremely strong growth in Grade 5 performance from the previous year. However, as noted above, Grade 6 underperformed expectations on the NYS ELA test given their performance on internal assessments. This group also underperformed expectations in 2023-24 as Grade 5 students. The CACPCS instructional leadership team has continued to identify where there are remaining gaps in curriculum, assessments, instructional practices and staff development between Grades 4-6 that may have contributed to this lack of performance in ELA in Grades 5 and 6.

As CACPCS continues to strengthen the transition from 5th to 6th grade and continues to make strategic curriculum choices and reinforces instructional practices, use of assessment data, implementation of academic interventions, and strategies to support students with disabilities and Multilingual Learners, the school fully expects to ultimately achieve all of its English Language Arts Goals by the close of the current renewal period.

During the 2025-26 school year, the elementary and middle school instructional leadership teams will continue to ensure that instructional improvement plans for K-5 Humanities and 6-8 ELA are coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals, instructional leaders and content area consultants from the Lavinia Group and ANet, will continue to provide support to teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Weekly instructional leadership team meetings at both the elementary and middle school will continue to be dedicated to reviews of student work, student assessment data and to ensuring that literacy instructional plans are coherent, and are having the desired impact on student learning. Literacy action plans will feature the following:

- All K-2 students will receive weekly instruction using Foundations.
- All K-6 students will receive 30-40 minutes of guided reading instruction 2-3 days per week (depending on the intensity of their reading needs), and each student will have an individual reading goal.
- MLLs in grades 2-8 will receive guided reading instruction to better address their needs.
- Close reading instruction will occur at grades 2-8 three times per week to improve reading comprehension and students' ability to construct written responses that reflect their comprehension across a variety of fiction and non-fiction texts. The Lavinia Group will continue to provide CACPCS with the texts for close reading throughout the school year.

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- Structured word study and vocabulary instruction in all grades will continue to be a focus, including a particular focus on content and standards-aligned vocabulary across all content areas.
- Implementation fidelity will continue to be prioritized for reading interventions (e.g. Wilson Reading).
- CACPCS will continue its implementation of a robust independent reading program at both the elementary and middle school, supported by high quality, culturally-relevant, high-interest literature and more time during the instructional day for independent reading.
- Grades 3-8 will use novel and book studies to provide students with opportunities to enjoy quality literature while applying the skills and strategies learned in guided reading and close reading to classroom discussions, projects, and presentations.
- Learning and instruction for those students already meeting grade level standards will be supported by the implementation of learning centers and blended learning experiences using educational technology that prioritizes tools that allow the school to easily track students' learning as they use these tools.
- Due to budget constraints some additional limits to co-teaching will be a factor in 2024-25.

Additional ELA action steps at different school levels:

Elementary School	Middle School
• Review Tier 3 scholars at each grade level to note curriculum and instructional needs • Review Tier 3 scholars and ensure their interventions are appropriate • Ensure Interventionists have support needed to deliver highest-quality interventions and to track and monitor student progress • Review Interventions for MLL scholars to continue building on progress • Teachers focus on coaching students, tracking coaching notes and student progress • Instructional leaders support teachers with implementation of RedThread (updated Lavinia Group ELA/Humanities curriculum)	• Continue Lavinia Group RedThread curriculum implementation with the addition of formative assessments. • Formative assessments aligned with the standards will provide more complex and rigorous assessments. • Create an 8th Grade ELA Regents class and add three other Regents across history, science and math. Use ANet series of assessments aligned with the Regents. • One of the Interventionists will be assigned a case load of MLLs who do not have IEPs as well as those who do have IEPs to increase support for this subpopulation. • Work more closely with parents through timely and consistent meetings to get additional services in place sooner. • Support teachers with differentiation of instruction and supporting MLLs in the classroom daily. • Implement a heavier focus on writing.

- Collaborate with middle school instructional leaders and Deans of Students to address curriculum and instructional gaps between grades 5 and 6 as well as to support the work habit and behavioral shifts needed including the following: - Change expectations around independent work including homework - Align, forecast, adjust procedures between 5th and 6th grade. - Continue use of the same curriculum across Grades 5-8(e.g. RedThread) - Align the technology between Grades 5 and 6. - Return to the vocabulary curriculum previously used to create another bridge	- Update and restock classroom libraries. Use the RedThread texts to support the teaching of reading strategies. - Help teachers develop discussion questions to enhance critical thinking and to assess their understanding of the deeper meaning of the text. - Transition from i-Ready for Grades 6-8 to Achieve 300 because while the assessment has been helpful some students have learned how to override the scoring in that system making it difficult to determine which students are actually moving forward vs. those who had figured out how to “crack the system”.
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GOAL 2: MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

During the 2024-25 school year CACPCS offered rigorous Math instruction designed to prepare students to meet or exceed the NYS NGLS in Math. CACPCS focused on solidifying its implementation of two curricula that have been in use at CACPCS for a relatively short period of time – Eureka Math (K-5) and Illustrative (Open Up) Mathematics Curriculum (6-8). The instructional leadership and consultants with ANet and the Lavinia Group have focused on helping teachers shift their practice to challenge students to meet the higher standards, thereby elevating Mathematics instruction and learning during the year.

The expectation is that the CACPCS elementary program lays a solid conceptual foundation for CACPCS's middle school to build upon. The middle school program aims to provide students with a pathway to take higher-level Math courses in high school. The Math scope and sequence in each grade (K-8) reinforces the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, computational skills.

In 2024-25 the elementary school utilized *Eureka Math*². *Eureka Math*² which was selected because of its alignment with NYS's NGLS in Math, its ease of implementation, the quality of the materials, and its focus on conceptual understandings rather than procedural knowledge. CACPCS continued the use of Number Stories (via the Lavinia Group) to teach students strategies for solving word problems, especially multi-step word problems which continued to be a challenge for CACPCS students on the 2023 NYS Math tests. The Grade 3-5 ANet assessment work allowed leaders to ensure the assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next to provide more clarity about what skills and concepts students had to master so the staff could more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.

CACPCS continued implementation of *Illustrative (Open Up) Mathematics Curriculum* in Grades 6-8 which was supported by a Math and STEM project-based approach to increase rigor and student engagement. *Open Up* more closely aligned with the NYS NGLS and, similar to the school's work in the elementary grades, the collaboration with both the Lavinia Group Math coach and the ANet coach provided teachers and leaders with strong direction around how to re-organize the sequence of concepts and skills to more effectively cover the concepts and skills assessed most frequently on the NYS exams. The ANet work in grades 6-8 also allowed leaders to ensure assessments were more closely tracking against the specific concepts and skills taught from one interim assessment to the next. Teachers and leaders at the middle school continued to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They looked for alignment to focus high-

level engagement and rigor in the context of the curriculum through grade level problems and exit tickets. i-Ready was also utilized in Grades 6-8 to provide some additional tools to monitor student progress across standards while providing opportunities for independent practice towards mastery.

Both the K-5 and 6-8 Math curricula focused on the most commonly tested standards; reflected the thinking skills required across grades; linked to major topics within grades; and focused on conceptual understanding, procedural skill, fluency, and application with equal intensity.

During the 2024-25 school year, the elementary and middle school instructional leadership teams ensured that instructional improvement plans for K-8 Math were coherent, fully implemented, and adapted based on internal assessment results. Supervised by the Principals, instructional leaders and content area consultants from the Lavinia Group and ANet continued to provide support to instructional leaders and teachers in the areas of data analysis, lesson planning, lesson delivery, effective co-teaching, and differentiated instruction. Regular instructional leadership team time at each location was dedicated to ensuring that Math instructional plans were coherent and were having the desired impact on student learning. Key action items in Mathematics during the 2024-25 school year included the following:

- CACPCS built on its implementation of Eureka Math by transitioning to *Eureka Math* ² for Grades K-5 during the 2024-25 school year. Grades 6-8 continued implementation of *Open Up Math* and Regents Algebra was offered to 8th graders for the first time during the 2024-25 school year. The instructional leadership and consultants from ANet and the Lavinia Group continued helping teachers push their practice to challenge students to meet the higher standards embedded in these curricula.
- Both the K-5 and 6-8 Math curricula focused on the most commonly tested standards; reflected the thinking skills required across grades; linked to major topics within grades; and focused on conceptual understanding, procedural skill, fluency, and application with equal intensity.
- The elementary school and middle school instructional teams, with the guidance of the Head of School, developed and implemented an elementary to middle school transition plan that included instructional focus areas in Math based on the data described above. The plan also included an articulation of the academic, procedural, behavioral and social expectations teachers and leaders should prioritize to address the Grade 5 to Grade 6 skills gaps in Math that have persisted despite previous efforts to align curriculum and instructional practices between the upper elementary grades and Grade 6 with the support of ANet and the Lavinia Group.
- The Math scope and sequence for all grades K-8 reinforced the mathematical concepts covered in previous grades and expanded on students' problem solving, analytical, and computational skills for improved vertical alignment.

- Leaders and teachers worked together to ensure assessments more closely tracked the specific concepts and skills taught from one interim assessment to the next. This provided more clarity about what skills and concepts students had to master so the staff could more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.
- Teachers and leaders at the middle school continued to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They looked for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems.
- Math Intellectual Preparation meetings at the middle school continued to provide Math teachers with opportunities to unpack standards and share instructional strategies.
- Math assessments in Grades 6-8 were utilized to enable students to exercise thinking mathematically, display mathematical content/knowledge, demonstrate how to apply newly-acquired knowledge to real-world contexts.
- Grade 6-8 students used i-Ready for differentiated, independent practice towards mastery of specific skills which provided the teachers and instructional leaders with another tool to measure individual student growth and to identify specific instructional needs.
- Teacher Intellectual Prep sessions focused on other changes in instruction for Grade 6-8 students in Math during the 2024-25 school year including:
 - Additional Fluency practice
 - Number sense through number talks to build math fluency and conceptual understanding with whole numbers
 - Number sense routines
 - Fluency with rational numbers (decimals/fractions)
 - Answering and asking questions to build understanding of what is happening in problem/context of a problem to support solving application-based problems
 - Justifying solution path and answer (writing explanations)
- Teacher coaching and professional development across grades K-8 continued to help teachers develop their repertoire of math instructional strategies across the entire school.

Students at all grade levels were provided with opportunities for additional support in Math to address any missed concepts or learning loss through strategic small group instruction and some had the opportunity to receive after school tutoring.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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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	
3	49	0	0	0	0	0	10	0	69
4	55	0	0	0	0	0	10	0	75
5	62	0	0	0	0	0	6	0	78
6	40	0	0	0	0	0	7	0	61
7	53	0	0	0	0	0	3	0	63
8	34	0	0	0	0	0	10	0	48
All	293	0	0	0	0	0	46	0	394

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
3	59	46	78%	49	39	80%
4	65	52	80%	55	47	85%
5	72	44	61%	62	39	63%
6	54	16	30%	40	10	25%
7	60	37	62%	53	33	62%
8	38	34	89%	34	32	94%
All	348	229	66%	293	200	68%

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
293	12	22	40	26

$$PI = 0 * [12]_{\text{Level 1}} + 1 * [22]_{\text{Level 2}} + 2 * [40]_{\text{Level 3}} + 2.5 * [26]_{\text{Level 4}} = 167$$

Math Measure 3 - Comparative

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

METHOD

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

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
3	80%	49	44.9%	1187
4	85%	55	41.3%	1149
5	63%	62	36.1%	1247
6	25%	40	25.0%	988
7	62%	53	37.2%	1027
8	94%	34	39.8%	814
All	68%	293	37.6%	6412

Math Measure 4 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.¹⁴

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.0	469.0	444.5	1.78
4	91.0	468.0	447.0	1.34
5	86.1	457.0	443.3	1.00
6	95.1	449.0	441.5	0.61
7	86.0	462.0	449.2	0.91
8	86.0	479.0	441.8	2.23
All	89.4	464.0	444.5	1.32

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁵

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

¹⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
4	50.5	50.0
5	50.5	50.0
6	42.9	50.0
7	70.1	50.0
8	87.1	50.0
All	58.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024-25 school year, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: Achievement Network (ANet) interim assessments in Math for Grades 2-8 and I-READY Math assessments for Grades 6-8.

Annually, CACPCS compares students' performance outcomes on the NYS Math tests at Grades 3-8 against CACPCS's ANet results throughout the year since ANet was the school's main internal assessment to determine if students are on track to meet or exceed NYS Math standards. Each year, the team finds that ANet assessments appear to be predictive and more rigorous than the NYS Math tests given the number of students who meet or exceed proficiency on the NYS Math exams but who did not meet or exceed their grade-level proficiency benchmarks based on the ANet performance levels set collaboratively with outside consultants each year.

This comparative analysis between NYS test performance against ANet interim assessment results included NYS Performance Level thresholds and ANet performance levels set collaboratively with the ANet and Lavinia Group content coaches. It is important to note that ANet assessments are not cumulative and measure mastery of different standards at different times of the year based on the school's curriculum. The comparative analyses are based on the student's *average* ANet level and their most recent NYS Math test performance level. The instructional leadership teams (in consultation with the ANet and Lavinia Group coaches) sets grade-level performance goals for each interim assessment.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The 2024-25 ANet Math assessment results followed a similar pattern as previous years, however, the instructional leadership teams at both locations worked with teachers on providing more data-driven, timely and meaningful feedback to students and more strategic small group instruction for those students who scored at Level 1 on the earlier assessments to address gaps in learning. ANet assessments were predictive of performance on the NYS Math tests in Grades 3-8 and was particularly predictive of performance in Grade 6 which lagged well behind the other grades throughout the year's series of interim assessments and lagged behind the NYS Math exam performance of all of the other grades. The team also tracked student growth across specific standards assessed on the ANet interim assessments across Grades 2-8. In addition to ANET, grades 6-8 monitored student progress towards mastery of specific skills using i-Ready while providing students with opportunities for independent practice. As an assessment tool for Grades 6-8 ELA, i-Ready proved to be a rigorous tool (see results for i-Ready Measure 4 below) which provides students (including students within certain subgroups) with access to rigorous grade-level opportunities to demonstrate mastery of Math skills and strategies (see i-Ready Measure 3 below).

Achievement Network (ANET Mathematics)

Assessment 1 (A1)- November 2024 (Grades 2-8)

Grade	Subgroup	Target -A1	Results – A1	Met?
2	All students	40%	53%	Yes
3	All students	50%	69%	Yes
4	All students	60%	54%	No
5	All students	50%	67%	Yes
6	All students	40%	41%	Yes
7	All students	40%	52%	Yes
8	All students	50%	48%	No
8	Algebra 1 Regents	n/a	50%	n/a

Assessment 2 (A2)– January 2025 (Grades 2-5)

Grade	Subgroup	Target -A2	Results – A2	Met?
2	All students	50%	67%	Yes

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3	All students	55%	65%	Yes
4	All students	65%	50%	No
5	All students	55%	63%	Yes

Assessment 3 (A3)– February/March 2025 (Grades 2-8)

Grade	Subgroup	Target -A3	Results – A3	Met?
2	All students	65%	75%	Yes
3	All students	65%	64%	No
4	All students	70%	53%	No
5	All students	65%	57%	No
6	All students	50%	42%	No
7	All students	50%	49%	No
8	All students	60%	47%	No
8	Algebra 1 Regents	n/a	60%	n/a

Assessment 4 - June 2025 (Grades 2-8)

Grade	Subgroup	Target -A1	Results – A4	Met?
2	All students	70%	65%	No
3	All students	50%	56%	Yes
4	All students	70%	46%	No
5	All students	70%	69%	Np
6	All students	60%	38%	No
7	All students	60%	36%	No
8	All students	70%	42%	No

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8	Algebra 1 Regents	n/a	43%	n/a
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i-Ready (Mathematics)

2024-25 i-Ready **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%	141	160%	Yes
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%	80	150.5%	Yes
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 ¹⁶	157% ¹⁷	15	122	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%	117	45%	No

¹⁶ 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

¹⁷ 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.

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End of Year Performance on 2024-25 i-Ready **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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	35	19	31	39
7	46	26	45	51
8	63	19	67	27
All	45	64	45	117

End of Year Growth on 2024-25 i-Ready **Mathematics** Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	135.5	54
7	208.0	57
8	227.5	30
All	160.0	141

SUMMARY OF THE MATHEMATICS GOAL

During the 2024-25 school year, CACPCS met four of the five Math goals CACPCS was required to report on at the time of this submission.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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.	Yes

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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.	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.	Yes
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

CACPCS exceeded its Math MIP goal of 119.4 by achieving an MIP of 167 in 2024-25. Second, those students enrolled in at least their second year at CACPCS outperformed students in the same tested grades in CSD 12 at all grade levels in Math except Grade 6. Furthermore, across Grades 3 through 8, 68% of CACPCS students who have been enrolled two or more years achieved or exceeded proficiency in Math in 2024-25 which was 2-percentage points lower than the results in 2023-24. Compared to CSD 12, however, this result is still nearly twice as many students who met or exceeded proficiency compared to as the local district in which 35% of all Grade 3 through 8 students met or exceeded proficiency. Using the most recent available data from 2023-24, CACPCS exceeded its predicted level of performance on the NYS Math exam (performing higher than expected to a meaningful degree) for all grades (including Grade 6) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. It is important to note in 2024-25, 95% of CACPCS's 6th graders met the NYSED poverty indicator and this cohort of students had the highest poverty rate of any of CACPCS's grade levels. Finally, under the state's Growth Model used in 2023-24, CACPCS exceeded the school's mean unadjusted growth percentile of 50 in mathematics by achieving a mean unadjusted growth percentile of 58.6.

While CACPCS did not meet the absolute measure of ensuring that 75% of all students enrolled in at least their second year perform at or above proficiency in Math, 68% of CACPCS's students in at least their second year performed at or above proficiency in Math in 2024-25. The 2024-25 results reflect a 2-percentage point dip from the 2024-25 results in this area. Every grade level showed growth from the previous year except the Grades 6 and Grade 7 cohorts which performed 25-percentage points and 18-percentage points below the previous year's cohorts. The Grade 4 cohort realized the greatest gains in Math in 2024-25 across the grades. Specifically, in 2024-25 85% of the Grade 4 cohort achieved or exceeded proficiency compared to 72% of the previous Grade 4 cohort.

CACPCS's overall educational program contributed to the gains and growth in Math shown in the previous charts. Specifically, the school's four priorities¹⁸ described at the beginning of this report, create the conditions for a school-wide focus on Math instruction that is conducive for CACPCS's students and teachers.

Additionally, these results were also supported by CACPCS's Math curriculum choices, the use of ANet and i-Ready assessments, Math professional development, teacher coaching and leveraging the school's co-teaching model to create more opportunities for differentiated instruction and small group instruction in Math. Finally, CACPCS's school-wide focus on student engagement, teacher and student goal-setting, strong progress monitoring, reviews of student work and regular opportunities for teachers to receive feedback from leaders and for students to receive feedback from teachers also contributed to the 2024-25 Math results.

The underperformance of Grades 6 and 7 across some of these measures will be further examined as the school continues to deepen the academic elements of its elementary-to-middle school transition plan. The CACPCS instructional leadership team will need to identify the remaining gaps in curriculum, assessments, instructional practices and staff development needs that contributed to this lack of performance in Math at this critical transition point from elementary to middle school.

Additionally, while the practices in place were consistent and the Grade 6 and Grade 7 teams had strong co-teaching and formative assessment routines, the loss of the 6th grade team leader who was also the most experienced Math teacher mid-year impacted results for the year. The remaining 6th grade Math teachers needed and continue to need more support to master the instructional practices and with matching those practices with the developmental strengths and needs of these students. Quickly helping 6th and 7th grade students develop the stamina for the middle school curriculum and the habits of work needed to meet their own learning goals and address gaps in learning has been a challenge for the middle school team. Sufficient differentiation of instruction continues to be a focus as well for middle school Math teachers.

MATHEMATICS ACTION PLAN

In 2024-25 Math test results in Grades 3-5 revealed strong progress with very strong growth in Grade 4 and Grade 5 performance from the previous year. However, as noted above, Grades 6 and 7 underperformed expectations on the NYS Math test given their performance on internal assessments. The Grade 7 cohort also underperformed expectations in 2023-24 as Grade 6 students. The CACPCS instructional leadership team has continued to identify where there are remaining gaps in curriculum, assessments, instructional practices and staff development between Grades 4-6 that may have contributed to this lack of performance in Math in Grades 6 and 7.

¹⁸ (1)ensuring strong leadership, instruction, and curriculum; (2) improving internal data systems in support of assessment;(3)developing and retaining high-quality teachers and leaders; and (4)continuing implementation of comprehensive student supports that lead to sustained student success

As CACPCS continues to strengthen the transition from 5th to 6th grade and continues to make strategic curriculum choices and reinforces instructional practices, use of assessment data, implementation of academic interventions, and strategies to support students with disabilities and Multilingual Learners, the school fully expects to ultimately achieve all of its Math Goals by the close of the current renewal period.

CACPCS's overall educational program contributed to the gains and growth in Math shown in the previous charts. Specifically, the school's four priorities¹⁹ described at the beginning of this report, create the conditions for a school-wide focus on Math instruction that is conducive for CACPCS's students and teachers.

Additionally, these results were also supported by CACPCS's Math curriculum choices, the use of ANet and i-Ready assessments, Math professional development, teacher coaching and leveraging the school's co-teaching model to create more opportunities for differentiated instruction and small group instruction in Math. Finally, CACPCS's school-wide focus on student engagement, teacher and student goal-setting, strong progress monitoring, reviews of student work and regular opportunities for teachers to receive feedback from leaders and for students to receive feedback from teachers also contributed to the 2024-25 Math results.

The underperformance of Grades 6 and 7 across some of these measures will be further examined as the school continues to deepen the academic elements of its elementary-to-middle school transition plan. The CACPCS instructional leadership team will need to identify the remaining gaps in curriculum, assessments, instructional practices and staff development needs that contributed to this lack of performance in Math at this critical transition point from elementary to middle school. Key action items in Mathematics during the 2025-26 school year will include the following:

- CACPCS plans to build on its implementation of Eureka Math by transitioning to *Eureka Math*² for Grades K-5 during the 2024-25 school year. Grades 6-8 will continue implementation of *Open Up Math* and Regents Algebra will be offered to 8th graders for the first time during the 2024-25 school year. The instructional leadership and consultants from ANet and the Lavinia Group will continue helping teachers push their practice to challenge students to meet the higher standards embedded in these curricula.
- Both the K-5 and 6-8 math curricula will focus on the most commonly tested standards; reflect the thinking skills required across grades; link to major topics within grades; and focus on conceptual understanding, procedural skill, fluency, and application with equal intensity.
- The elementary school and middle school instructional teams, with the guidance of the Head of School, will develop and implement an elementary to middle school transition plan

¹⁹ (1)ensuring strong leadership, instruction, and curriculum; (2) improving internal data systems in support of assessment;(3)developing and retaining high-quality teachers and leaders; and (4)continuing implementation of comprehensive student supports that lead to sustained student success

that includes instructional focus areas in Math based on the data described above. The plan will also include an articulation of the academic, procedural, behavioral and social expectations teachers and leaders should prioritize to address the Grade 5 to Grade 6 and 7 skills gaps in Math that persist despite previous efforts to align curriculum and instructional practices between the upper elementary grades and Grade 6 with the support of ANet and the Lavinia Group.

- The math scope and sequence for all grades K-8 will reinforce the mathematical concepts covered in previous grades and expands on students' problem solving, analytical, and computational skills for improved vertical alignment.
- Leaders and teachers will work together to ensure assessments more closely track the specific concepts and skills taught from one interim assessment to the next. This will provide more clarity about what skills and concepts students have to master so the staff can more effectively create re-teaching experiences and more effectively differentiate instruction throughout the year.
- Teachers and leaders at the middle school will continue to study the major work of their respective grade levels to understand the NGLS and how best to meet them. They will look for alignment to focus high-level engagement and rigor in the context of the curriculum through grade level problems.
- Math Intellectual Preparation meetings at the middle school will continue to provide math teachers with opportunities to unpack standards and share instructional strategies.
- Math formative assessments in Grades 6-8 will be utilized to enable students to exercise thinking mathematically, learn mathematical content/knowledge, how to apply new knowledge to real-world contexts and do math.
- The middle school team will continue to focus on the standards and working on students' conceptual understanding and application skills. The team will focus on the getting students ready for Algebra for All by spiraling down the curriculum back to 6th grade to drop a little more Algebra in each grade.
- The middle school team will continue using Illustrative Math which also has the Regents curriculum embedded.
- Continued support of instructional practice of the 6th grade team will be a priority since the grade will have new Math teachers.
- Improving teacher differentiation practices in all grades and in some instances improving whole class teacher practices given a strong tendency to default to past practices will be a focus.
- Although the middle school team attributes improvements in Math to consistent use of i-Ready which was individualized, the middle school team will be shifting away from i-Ready and will use Achieve 3000. Middle school students learned how to override i-Ready's scoring system which made it difficult for staff to determine which students were actually moving forward versus those who had figured out how to crack the system.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

Science (K-8)

CACPCS continued to use the *Amplify Science* curriculum in grades 4-8 supplemented with experiments and performance-based laboratory investigations to ensure a blended and interactive Science curriculum. *Amplify Science*, a phenomena-based science curriculum blends experimentation, literacy-rich activities and the use of digital tools to require students to think, read, write and argue.

Amplify's textbooks and digital materials are high-quality and engaging, and Science teachers made a concerted effort to use the digital materials and other interactive teaching tools to increase student engagement with the content. CACPCS's departmentalized structure also allows students to receive instruction from teachers who are confident and passionate about the material. The co-teaching model allows Science teachers to work together to plan and deliver classroom lessons and lab experiments that allow students to acquire new content knowledge through a combination of mini-lessons and experimentation, which has been found to be effective.

All students in grades K-8 had weekly access to classroom-based and laboratory science experiences. A K-8 Science learning priority was the integration of scientific concepts and texts into reading instruction. Teachers administer Science assessments, analyze results, and adjust instruction to ensure scholars are provided with the support needed to demonstrate mastery of the Science standards.

At the elementary school, Science focused on implementation of "Scientific Transferable Takeaways" to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them). Students in grades K-3 engaged in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts. Students in grades 4-5 had weekly hands-on labs that taught technical and thinking skills that scientists use to solve problems and learn about the world. The grade 4-5 Science teachers continued to work on incorporating transferable questions for informational texts when students are reading in class. During the 2023-24 school year, CACPCS engaged a Science curriculum consultant to refine and re-organize the grade 4-5 curriculum units and materials to better support the elementary school's approach to Science instruction.

CACPCS's approach to Science curriculum and instruction in the middle school continued to align with the Next Generation Science Standards ("NGSS") and capitalized on the passion for the subject that has been instilled in them during the K-5 years. During the 2024-25 school year, CACPCS continued to engage Science curriculum consultants to refine and re-organize the grade 4-8 curriculum units and

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materials to better support the new approach to Science instruction required by the NGSS. Teachers in grades 6-8 continued to focus on the delivery of high quality and consistent Science instruction that featured literacy integration. Implementation was monitored through fidelity checkpoints via lesson plan reviews, learning walks and observations, weekly content and cohort common/collaborative planning sessions, and data reviews. Teachers studied grade-level NGSS standards to provide ongoing, coherent learning experiences that build content knowledge, scientific literacy, argumentation skills, scientific inquiry, and processing skills, and provide students with the opportunity to apply their learning to real-world, authentic, and culturally relevant activities. The goal was to engage students in focused and coherent learning experiences that bridged their prior knowledge with age-appropriate tasks that continued to increase their knowledge and skills. Science “practicals” were one of the fundamental tools used to enable students to demonstrate their learning. The Science team continued to build on student work review and data analysis protocols developed during previous years. Practice Science exams were utilized to prepare grade 5 and grade 8 students for NYS Science exams.

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
5	62	32	52%
8	34	29	85%
All	96	61	64%

Science Measure 2 - Comparative

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

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

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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
5	62	32	52%	Not Available	Not Available	Not Available
8	34	29	85%	Not Available	Not Available	Not Available
All	96	61	64%	Not Available	Not Available	Not Available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

CACPCS did not meet the absolute measure described below.

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.	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.	Not Available

EVALUATION OF THE SCIENCE GOAL

52% of CACPCS 5th graders in at least their second year at the school achieved proficiency on the NYS Science Exam and 85% of CACPCS's 8th graders in at least their second year achieved proficiency. While CACPCS did not meet the absolute performance measure described above, overall 64% of CACPCS's students in Grades 5 and 8 who had been with the school two or more years met or exceeded proficiency on the exam. These results reflect strong growth from the previous year when 45% of the school's 5th and 8th grade students met or exceeded proficiency.

The consultant's consistent focus with the team on phenomenon-based curriculum and laboratory investigations has improved student engagement. Mandatory exit tickets in the middle school and regular reviews of student work has helped change teachers' instructional practices.

ACTION PLAN

Science Action Plan Grades K-5

To ensure CACPCS students are prepared for the NYS 5th Grade Science test, CACPCS elementary school instructional leaders, Grade 4-5 Science teachers and staff will again focus on the following during the 2025-26 school year:

- Students in grades K-3 will engage in hands-on activities integrated into literacy units to reinforce concepts being taught through informational texts.
- Science in Grades 4-5 will continue to focus on implementation of “Scientific Transferable Takeaways” to make connections to individual scientific concepts (i.e. scientists use their five senses to make observations and learn about the world around them).
- Students in grades 4-5 will have weekly hands-on labs that teach technical and thinking skills that scientists use to solve problems and learn about the world. Grade 4-5 science teachers will continue to work on incorporating transferable questions for informational texts when students are reading in class.
- Elementary school Science teachers will continue to receive curriculum development support and instructional coaching from Beyond the Peak, a Science consultant.
- 4th and 5th Grade Science teachers (supported by school leadership and the Science consultant) will engage in an analysis of the 2024-25 NYS 5th Grade Science test results to identify curriculum and instructional gaps in order to make changes to the curriculum and instructional practices in Science during the 2025-26 school year.

Science Action Plan Grades 6-8

To ensure CACPCS students are prepared for the NYS 8th Grade Science test, CACPCS middle school instructional leaders, Grade 6-8 Science teachers and staff will focus on the following during the 2025-26 school year:

- Teacher Intellectual Preparation sessions will continue to be a key driver that connects the middle school’s Science instructional vision and the daily “what” teachers are working to accomplish in instruction across the middle school grades.
- The specific instructional strategies that will be a focus during staff Intellectual Prep sessions based on Science test and assessment data and reviews of student work will include:
 - Engaging students in focused and coherent learning experiences that bridge their prior knowledge to provide access to grade-level standards/tasks so that students are shouldering the cognitive lift in their learning and applying their new learning.
 - Creating regular learning opportunities for students that allow them to apply their new learning.

- Formulating meaningful instructional Science teaching objectives.
- Planning lessons effectively using different instructional approaches.
- Providing multiple opportunities for students to back up their claims with evidence and to use evidence to critique claims made by other students.
- Helping teachers develop tools to create greater awareness of the needs of learners.
- Making use of different teaching aids to make lessons effective.
- Involving students in lessons to make lessons more interesting for them.
- Sparking students' interest in the subject by using visual aids.
- Teaching students to draw the conclusion themselves.
- Prompting students to re-think incomplete or irrelevant generalizations.

- Analyzing the data collected to determine the most effective Science teaching methods.
- Developing strategies to address student weaknesses and to build on student strengths like adjusting the pacing of instruction, reviewing or reteaching particular concepts and skills, or regrouping wavering students for interventions in and outside of class.
- Science practicals will be one of the fundamental tools that will enable students to both to acquire scientific knowledge and to “do science”.
- There will be one new teacher on the Science team and the team will be preparing a group of 8th grade students for the Biology Regents for the first time.
 - Students have to complete 20-21 lab investigations that are documented in a tracker in order to be able to take the Regents exam.

GOAL 4: 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](#).

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Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing