NEW WORLD PREPARATORY CHARTER SCHOOL

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Eugene Foley (President), Amanda Ainley (Principal) Randi Schafer (Assistant Principal for grades 6-8), Nicholas Fargione (Assistant Principal for grades 2,3, and 5) and Germaine Buchanan (Assistant Principal for Kindergarten and 1st Grade) prepared this 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. Finance, Executive)
Angelo Aponte	Chairperson	Finance, Academic, Strategic, Executive, Security
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Michael McVey	Member	
Jack Minogue	Member	Nominating
Ana Romero	Parent Representative	
Alice Tobin	Member	Academic, Strategic, Nominating
Peter Weinman	Member	

- **Mr. Eugene Foley has served as the President since 2015.**
- **Mrs. Amanda Ainley has served as the Principal since 2015.**

SCHOOL OVERVIEW

New World Preparatory Charter School ("NWP") provides an exceptional education for students in grades Kindergarten, 1st, 2nd, 3rd, 5th, 6th, 7th, and 8th grades by employing research-proven strategies to raise elementary and middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation's promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School is "a golden door"—a school community where diversity is not just accepted but celebrated.

NWP uses a curriculum that is research based and aligned to the Common Core and New York State Learning Standards. Students benefit from an extended school day with more time on task for mastery of academic subjects. We have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student. Our students are challenged to develop the habits and dispositions that will enable them to succeed in elementary and middle school, be prepared for a college preparatory high school curriculum and be college ready. As opposed to focusing merely on information recall, our students are challenged in all content areas to cite evidence to support their viewpoints, make connections, consider alternatives, assess importance and understand the connection between what they are learning and its relevance to their life and future success. The curriculum and instructional framework support student's preparation for post- secondary education.

We engage our students around topics that are relevant to their everyday lives. Our board has decided to use a social justice framework as a strategy for engaging students around a curriculum that is relevant to their interests. Some examples of topics that teachers develop lessons around include health care, environmental issues, civil rights, immigration, the economics of poverty, and the United States' relationships in a changing world.

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff meets regularly to analyze data, review student work and use it to plan instruction. We incorporate assessments to support a structure for evaluating student progress and identifying students' needs so that interventions can be integrated into the daily academic program.

All students complete an iReady Diagnostic Assessment in Math and ELA. All Kindergarten through 5th Grade scholars and new incoming 6th, 7th, and 8th scholars complete a Reading and Math Inventory assessment. All Kindergarten through third grade scholars are assessed using Fountas and Pinnell. NWP analyzes all school wide assessment data and standardized

assessment data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of all students.

NWP presents a clear alternative to large, impersonal elementary and middle schools by serving 677 students and having structured time scheduled to support the social and emotional needs of each child. Grades 6, 7, and 8 contain at most 5 classes of approximately 25 students in a class. Our Kindergarten contains 3 sections of approximately 21 students in a class, 1st grade contains 4 sections of approximately 22 students in a class, 2nd grade contains 2 sections of approximately 21 students in a class, and our third grade contains 2 sections of approximately 23 students. By keeping the school population and class size small, we create a school community where each student is known and supported.

Additionally, students in all grade levels participate in a structured advisory program that functions to further develop relationships that support learning. For advisory in grades 6, 7, and 8, a teacher is assigned a group of approximately 25 students to whom they serve as an advisor/mentor. Kindergarten, 1st, 2nd, 3rd and 5th graders participate in morning meetings with their classroom teacher. That teacher establishes a relationship not only with the students, but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and leadership appraisal systems. On a yearly basis, faculty participates in a two-week pre-service and new teachers participate in an additional week of introductory pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers have common planning time and have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They receive coaching from staff developers, on-site academic coaches, and feedback from the school's instructional leaders.

At NWP, professional development is results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

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
2017-18	0	0	0	0	0	0	130	120	125	0	0	0	0	374
2018-19	0	0	0	0	0	41	131	126	114	0	0	0	0	412
2019-20	66	56	0	0	0	62	135	127	122	0	0	0	0	569
2020-21	78	67	50	0	0	64	123	128	120	0	0	0	0	630
2021-22	68	74	67	49	0	52	126	120	121	0	0	0	0	677

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the Common Core State ELA standards (Next Generation ELA Learning Standards pending.) NWP has a school-wide emphasis on reading and writing strategies embedded across all content areas so that students are reading, writing, listening and speaking across the curriculum. The school offers three periods of ELA each day.

The main component of the English language arts literature curriculum in grades 7 and 8 consists of the units found in the Engage New York Curriculum. NYSED has provided the EngageNY curriculum as a framework for each grade level to "adopt/adapt" based on students' needs. Units are aligned to New York State Learning Standards and provide educators with multiple resources and task modalities to enhance the instruction of each main class text. Students learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

For the 2021-22 school year all K - 3, 5th, and 6th grade ELA curriculum was supported by Journeys (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention, enrichment, and ELL / MLL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided

reading books are incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading, writing, speaking and active listening, providing a tighter alignment to Common Core and New York State Learning Standards. Journeys provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that Journeys provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

The Journeys curriculum includes a full library of leveled readers, interactive whiteboard activities, and a home component entitled, Think Central. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program.

A second component of the English Language Arts program is the writing curriculum. The Writing Revolution provides an accessible and comprehensive approach to writing, thinking, and learning. The K-3 and 5-8 curriculum includes strategies for building complex sentences in order to generate well-structured and developed summaries, paragraphs, and expository and research writing all within different text structures. The curriculum also includes enriching guidelines for every step of the writing process that provide students with a strong foundation for creating and assessing their own writing to make unified and coherent self-revisions. This writing approach provides students with the necessary strategies to increase not only their writing proficiency, but their analytical thinking abilities as well in order to become better readers, writers, speakers and thinkers who are well prepared to meet the needs of higher education and the workforce. The Writing Revolution Research supports high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum in all content areas.

The third component of the English Language Arts Program is the Literacy Block Program in grades 5-8 and iRead in grades K - 3. The Literacy Block allows NWP staff members and students to become leaders of literacy. The program's goal is to improve students' reading performance. Students receive skill-based instruction to develop their reading proficiency.

The grades 5 - 8 Literacy Block is broken up into three programs- System 44, Read 180, and Literacy Leaders. Student placement in each of these programs is based on their performance on the Reading and Phonics Inventories, which assesses their current Lexile Level. Students in System 44 and Read 180 are administered the Inventories two more times throughout the year and based on their performance throughout the year, they may be moved into the appropriate intervention program that meets their Literacy needs.

Each program follows a specific framework to support aspects of reading. System 44 is a blended learning program that is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing. Read 180 Universal is the leading blended learning program that supports students in mastering their reading comprehension skills required for success with the new standards, college, and career through explicit instruction using key instructional shifts to support teachers in enhancing their pedagogy and accelerate student achievement. In Literacy Leaders school-wide academic vocabulary words are taught. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels identified by the iReady ELA Diagnostics Assessments. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually.

For Kindergarten through 3rd Grade iRead provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in the alphabet, phonological awareness in the context of alphabet activities, phonics, spelling, high-frequency/high-utility sight words, syllabication combined with morphology, spelling, and fluency aligned with foundational skills of rigorous state standards for English language arts and literacy. Technology holds the promise of improving foundational reading instruction in a variety of ways. Students' needs for individualized instruction are addressed through embedded formative assessment and adaptive technology including intensive practice for struggling readers on the skills they have yet to master. Coordinated visual and audio presentation of sounds, letters, and words and instant, tailored multimedia response to student choices help develop decoding skills and build critical connections between decoding and understanding words in context. Student motivation and engagement are boosted by appropriate levels of challenge and innovative design features that draw on important findings from cognitive science and game design research.

Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math. During the Spring Break Skills Readiness program, scholars in the Living Environment course participated in an Enrichment Session. In addition, students were also provided an opportunity to learn practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 3, 5, 6, 7, and 8) for three hours three days during the week. Students are chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the 2021-2022 school year, during the Mid-Winter break students in grades K-3 worked virtually in small groups and students in grades 5-8 were in person; during the Spring Break all grade levels were held in person and scholars worked in small groups. Teachers presented meaningful, targeted lessons to the students, based on identified focus standards in which students demonstrate their need for more support. These lessons help strengthen their understanding of core content and develop organizational skills to

help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade), and Living Environment (select 8th grade students). During the 2021-2022 school year, the program took place in person for grades K - 3 and virtually for grades 5 - 8. The program was held from 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

- Promotion in Doubt (PID) Lunch Tutorials

Midway through the school year, scholars in grades 6 - 8 who were identified as Promotion in Doubt were enrolled in the lunch tutorial program where they received small group instruction 4 days a week in their core content area classes, after they finished their lunch. This allowed teachers to provide additional targeted instruction to meet the needs of each PID scholar and provide the space needed for them to be successful academically.

- Homework Help

For grades K and 1 and 5, 7, and 8 an afterschool Homework Help program was held once a week in which scholars received small group instruction and support from teachers and their peers. These programs allowed for the space needed for scholars to receive individualized support needed when completing their homework so they can be successful in their classes.

- Title 1

NWP's Title 1 ELA Intervention Program was developed to provide additional support to students who are performing below grade level in ELA and who do not receive any additional services. The students' progress is closely monitored and communicated between Title 1 and ELA classroom teachers. During the 2021 - 2022 school year, the Title 1 teacher serviced students for the Elementary grades, K and 1. Students were identified based on preliminary data and/or teacher recommendation. Teachers' schedules were created based on where the biggest need was identified. Teachers push into ELA and / or Social Studies to provide additional support to the students who have been identified as Title 1.

- ELL / MLL Services

NWP has a growing ELL / MLL population and as the school expands our ELL / MLL program continues to grow. NWP currently has three designated ELL/MLL teachers who provide support to our students in grades K-1, 2,3, 6, and 5,6 7,8 who have been identified as ELL / MLLs based

on the home language survey and ongoing NYSESLAT data. During the 2021 - 2022 school year the teachers pushed-in to ELA classes to provide support to students by making modifications to the classroom teachers' lesson plans using ELL specific strategies. The K-3 ELL/MLL teachers also had a pull out program where they were able to provide additional instruction to supplement the iRead program. The 5-8 ELL/MLL teachers supported students using the System 44 or Read 180 Intervention Programs during their Literacy Block class.

Assessments

- ELA iReady Diagnostic

Throughout the year all students are administered Diagnostic Exams in ELA, through the iReady - Curriculum Associates Program. Students were administered this Diagnostic exam three times throughout the year for grades K - 3 and 5 - 8. Students took their ELA iReady diagnostic during their ELA period. Using the data provided by the iReady Program, individualized student goals were set for scholars and their progress towards the goals was monitored. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students both in the classroom and for after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set and monitored for each student.

- ELA Benchmark Assessment (Fall, Winter, and Spring)

Common Core standard aligned ELA assessments were given to students in grades 3, 5 - 8 three times per year. The standards that were identified as focus standards were re- assessed using past state exams released questions. Grade teams analyzed the data to determine whether students were on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Grade level teams also analyzed the data to identify grade level focus standards that students need more support with and adjust their instruction to explicitly reteach these standards at strategic points throughout their lesson. Data from the benchmark assessments is analyzed during SAMS meetings and next steps for instruction were determined by the ELA team.

- ELA Interim Assessment

An additional Common Core standard aligned ELA assessment was given to students in grades 3, 5 - 8 to simulate the NYS state exam. This interim assessment mirrored the State Exam to allow for scholars to build their stamina on a longer assessment, using past state exams released questions. These questions were standard aligned and consisted of multiple choice, short response, and extended response questions. Grade teams analyzed the data to determine whether students were on track to perform on grade level on future assessments, monitor their progress on the focus standards, and determine any interventions needed.

- HMH Reading and Phonics Inventories

At the beginning of the school year, Kindergarten, 1st grade, 2nd grade, 3rd grade and new students in grades 5th and 6th took a Reading Inventory Exam, through the Houghton Mifflin Harcourt (HMH) Intervention Program. Based on the Lexile Level achieved on the Reading

Inventory, students in grades 5-6 who scored below a specific Lexile Level were administered the Phonics Inventory. The data gathered from these inventory assessments was used to determine grades 5 - 6 students' placement into the Read 180 or System 44 Reading Intervention Programs or into Literacy Leaders. Returning students and students in grades 7 and 8 continued in their program from the 2021 - 2021 school year. In January and May, all students grades K, 1, 2, 3 and students in grades 5-8 in the Read 180 or System 44 programs were reassessed. The data gathered through the inventory assessment were monitored, analyzed, and necessary next steps were determined. If students demonstrated the appropriate growth as outlined by the program, they were moved from System 44 to Read 180, or they tested out of Read 180 were placed into the Literacy Leaders program.

- iRead Screener and Formative Assessments

At the beginning of the school year students in grades K-3 are administered an initial screener. This assessment is used to place them at the appropriate level to begin their course of study in the iRead program. Students progress through the program and are assessed by the work they complete while using the software. The program provides students with adaptive technology, personalized learning paths, and corrective on-the-spot feedback which offer intervention before learning gaps have a chance to surface. Teachers have instant access to monitor student's progress using growth reports, performance data, and the dynamic Groupinator which informs differentiated, small group instruction.

- Fountas and Pinnell

Students in grades K- 3 were assessed three times throughout the year using the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) to determine student's independent and instructional reading levels. Assessments were administered to students in person regardless of their learning selection. Teachers were able to observe student's reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

- The Writing Revolution (TWR) - The Cold Writing Prompt

The TWR Cold Writing Prompt is given three times a year to all students in grades 1,2,3,5-8. The Cold Writing Prompt helps teachers assess how well students write without any prompting or support. The students are given a topic to write about that has not been previously discussed by the teacher. This gives the students the opportunity to apply previously taught TWR skills to their writing. This assessment is used to determine areas of focus in writing curriculum, set individual goals, and establish groups. All teachers assessed The Cold Writing Prompt using the No More Marking System. No More Marking is a comparative judgment which assesses writing more reliably than traditional marking. Comparative judgment is a process where judges, groups of teachers on a grade level compare two responses and decide which one is better. Following repeated comparisons, the resulting data is statistically modeled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker. Teachers are trained in it and it provides norming of the grading of the writing samples.

- Incoming Kindergarten Screener (ELA Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20 minute screener. This assessment gives us information on how many letters, sounds and sight words they know. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school continues its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development for teachers. In addition, time each day is provided for grade level team meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on all Houghton Mifflin Harcourt program's curricula (Journey's, Read 180, System 44, and iRead) was provided to the faculty during Pre-service and continued throughout the school year. Teachers receive ongoing professional development throughout the year in these programs to develop and share their skills and to maximize the effectiveness of their instructional practices. For the 2021-22 school year additional professional development days were identified to support the roll out of this curriculum (for grade 3) and the teachers' learning of all of its multiple components.

- Scholar Achievement Meetings (SAMS)

Scholar Achievement Meetings with ELA teachers were held bi-weekly and facilitated by the Assistant Principals. During these meetings the teachers analyzed and discussed data from class and schoolwide assessments (Journeys, iReady, Reading Inventories, and F&P). Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

The Assistant Principals supported the ELA and Literacy Teachers to ensure fidelity in delivery of the curriculum and understanding of its multiple parts. In addition to meeting with the teachers; the K-1 Assistant Principal met with Literacy Block teachers bi-weekly, the 2, 3, 5 Assistant Principal met with the ELL/MLL Coordinator monthly, and the Principal met with the TWR Coordinators bi-weekly to review schoolwide implementation progress.

The data reviewed in SAMs included iReady Diagnostics performance levels, Reading/Phonics Inventory Lexile Levels and performance, ELA Benchmark Assessments, the ELA Interim Assessment, and formative and summative classroom assessments. This improved the level of differentiation in the instruction offered to students. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. The Literacy Instructional Specialist conducted weekly walkthroughs to support teachers in the implementation of their instruction. Teachers were provided feedback on these walkthroughs in the school's Feedback In Action template.

- Vertical Team Meetings

For the 2021 - 2022 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming Vertical team meetings. The Vertical Team Meetings provided an opportunity for ELA Teachers (General and Special Education) to communicate regularly, vertically aligning curricula as well as differentiating instruction to ensure students have the prerequisite knowledge to navigate the following grade level's ELA's curriculum with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided time, space, and place for best practices and resources to be shared. Cross-curricular projects were also developed in collaboration with other team members/content-area teachers

- Grade Level Team Meetings

For the 2021-2022 school year, Grade Level leaders were identified on each grade level. These leaders met with administration weekly to review school wide goals and planning for upcoming Grade Level meetings. Grade level team meetings provide an opportunity for collaboration among all teachers of a grade level. During the Grade level team meetings, the academic progress of all students is discussed and strategies to support students who are at risk are shared amongst teachers, implemented and monitored. In addition, data is shared and reviewed. When the team meets weekly during Kid Talk, using the data provided, counselors and teachers work collaboratively to monitor student academic and social emotional progress. Also taking place during grade level teams, opportunities for cross curricular planning are shared.

- The Writing Revolution (TWR)

NWP continues to partner with TWR for training and implementation support. During the 2021-2022 school year there were four site visits conducted where the TWR team visited classes to observe TWR lessons and give constructive, non-evaluative feedback. Teachers use this feedback to improve their implementation of the TWR strategies. Also, NWP sent 15 teachers to the Advanced Thinking Through Writing K-3 course or the Advancing Thinking Through Writing 1 course.

Additionally, the school identified two teachers who participated in the teacher intensive training and two in the teacher leader intensive training in order to build capacity in the building. The teacher intensive training is a workshop intended for teachers who have demonstrated exemplary TWR planning and instruction, and will be supporting the school-wide implementation of TWR. During this workshop, teachers learned how to support colleagues with TWR planning and instruction, use writing assessments to monitor implementation progress and inform school-wide pacing, and become a TWR resource for the school.

The teacher leader workshops deepened the teachers' understanding of the core values of TWR and the key components of a successful schoolwide implementation of the Hochman Method. These components include how to give teachers feedback on their TWR instruction and achieve

consistency of implementation across grade levels and content areas. This allows teachers to take a leadership role and coach their colleagues in this program as the school continues to expand. We now have staff in house who can train, coach others and provide non-evaluative feedback on the TWR methods.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

NYS ELA Exam Participation 2022						
Grades	Total Enrollment	Not Tested[1]				Total Tested
		IEP	ELL	Absent	Other reason	
3	50				1	49
4						
5	52					52
6	127	1	1		2	125
7	120					120
8	121				1	120

RESULTS AND EVALUATION

Overall, 41% of NWP students achieved proficiency on the 2021-22 English Language Arts Exam. Thus, the school fell short of its goal of having 75% student proficiency by 34 percentage points. However, the percentage of NWP students achieving proficiency on the English Language Arts Exam increased to 46% when isolating students who have been enrolled at the school for at least two years.

In the 2021-22 school year, NWP expanded its grade configuration and served 3rd grade students for the first time. The result of this expansion was having students at multiple grade

[1] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

levels composed entirely of students enrolled at the school for less than one year when taking the English Language Arts assessment exam. When reviewing NWP's 2021 - 22 English Language Arts examination results, the grades with the lowest percentage of students achieving proficiency on the English language arts exam are those grades serving students enrolled in their first year at the school. Due to the pandemic, these scholars also came to us after two years of inconsistent learning from schools other than New World Prep. Put in another way, when comparing grades composed mostly of students enrolled at the school for at least two academic years, the percentage of students achieving proficiency on the English Language Arts exam is significantly higher than the grades where students have been enrolled at the school for only one year. For example, scholars who were enrolled in at least their second year in the school in 6th grade, 47% of them achieved proficiency on the English Language Arts exam compared to 38% including all scholars in the 6th grade.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient Level 3 or 4	Number Tested	Percent Proficient Level 3 or 4	Number Tested
3	33%	49	33%	36
4				
5	23%	52	0%	8
6	38%	125	47%	45
7	40%	120	41%	111
8	56%	120	57%	117
All	41%	466	46%	317

ADDITIONAL EVIDENCE

Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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.

At the time of the report, district data was not available.

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.[2] Unfortunately this year at the time of this report, the district data is not available for comparison.

RESULTS AND EVALUATION

At the time of the report, district data was not available.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	New World Prep Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	36	N/A	N/A
4				
5	0%	8	N/A	N/A
6	47%	45	N/A	N/A
7	41%	111	N/A	N/A
8	57%	117	N/A	N/A
All	46%	317	N/A	N/A

ADDITIONAL EVIDENCE

Goal 1: Comparative Measure

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

[2] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

2021-22 i-Ready ELA 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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	475	170%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	253	175%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[3]	200%[4]	118	100%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	314	24%	No

Based on the iReady ELA End of Year Assessment Data, throughout the 2021 - 2022 year, the School met Measures 1 and 2, exceeding the targets for all student's Annual percent Growth by 70% and for Low Initial Achievers by 65%. It is evident that all subgroups made growth throughout the 2021 - 2022 school year, although not all targets were met.

[3] 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

[4] 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.

End of Year Growth on 2021-22 i-Ready [ELA] Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	150%	49
4		
5	154%	54
6	147%	129
7	200%	123
8	200%	120
All	170%	475

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: iReady Diagnostic Assessments by Curriculum Associates.

iReady Reading Progress to Annual Growth (Median) By Grade Level		
	Diagnostic 2	**Diagnostic 3**
3rd Grade	73%	150%
5th Grade	55%	154%
6th Grade	43%	147%
7th Grade	135%	200%
8th Grade	71%	200%
All	75.4%	170%

During the 2021 - 2022 school year, scholars were administered the iReady Reading Diagnostic three times throughout the school year. Based on the Reading Progress to Annual Growth Percent (Median), scholars in grades 3 - 8 made more than a half of years worth of growth by the second diagnostic exam by 25.4% and more than a full year's worth of growth based on the data collected from Diagnostic 3 by 70%. To note, scholars in grades 7th and 8th grade made 2 years worth of growth throughout the 2021 - 2022 school year at 200%, respectively.

iReady Reading Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 20, 2020 - 21, and 2021 - 22			
	Median Percent of Annual Typical Growth 2019 - 20	**Median Percent of Annual Typical Growth 2020 - 21**	**Median Percent of Annual Typical Growth 2021 - 22**
3rd Grade			150%
5th Grade	163%	113%	154%
6th Grade	175%	47%	147%
7th Grade	106%	100%	200%
8th Grade	177%	62%	200%
All	155%	81%	170%

In comparing the median annual growth percent to the 2019 - 2020, and 2020 - 2021 it is evident that with the use of continuous daily in person instruction, students show more growth throughout the 2021 - 2022 school year. It is also evident that scholars made more than 1 year's worth of growth (making two year's worth of growth) and in grades 7 and 8, and overall out performed the annual typical growth made in 2019 - 2020.

iReady Reading Progress to Annual Growth (Median) By Subgroup Grades 3 - 8			
	Diagnostic 2	**Diagnostic 3**	**Number Tested**
3rd Gen Ed	90%	162%	33
3rd SPED Only	34%	148%	6
3rd ELL / MLL	97%	148%	5
3rd SPED / ELL	0%	100%	4
5th Gen Ed	25%	131%	33
5th SPED Only	104%	207%	7
5th ELL / MLL	7%	108%	6
5th SPED / ELL	146%	215%	5
6th Gen Ed	58%	211%	73
6th SPED Only	0%	74%	30

6th ELL / MLL	75%	195%	10
6th SPED / ELL	0%	29%	13
7th Gen Ed	140%	218%	88
7th SPED Only	129%	106%	14
7th ELL / MLL	248%	259%	7
7th SPED / ELL	106%	85%	11
8th Gen Ed	95%	200%	85
8th SPED Only	0%	50%	19
8th ELL / MLL	25%	211%	7
8th SPED / ELL	131%	222%	9

In analyzing the data regarding the Progress to Annual Growth Percent for grades 3 - 8, it was evident that all subgroups of scholars made growth. Of the 16 subgroups, 10 of them made more than a year's worth of growth (greater than 100%) in reading throughout the 2021 - 2022 school year. Although more than half a year's worth of growth was made, the remaining 6 subgroups (6th grade Special Education, 6th Grade Special Education and ELL/MLL, 7th Grade Special Education and ELL / MLL, and 8th Grade Special Education), made less than 1 year's worth of growth. It is noted that the 7th grade ELL / MLL subgroup made the most growth at 259% towards annual growth, exceeding two years worth of growth.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NOT MET
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.	N/A
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.	N/A
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.	N/A
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.	N/A

In Grades 3 - 8, the data collected from the ELA New York State Exam did not meet the Absolute target set that states,"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." All of the other Measures were not applicable for the 2021 - 2022 school year.

ACTION PLAN

During the 2022- 23 school year the focus will be to ensure a continuous rigorous alignment to Common Core Learning Standards and Next Generation Standards (pending) as well as with Engage NY.

In order to continue to assist our students achieve ELA proficiency and beyond, New World Prep has reviewed its present ELA instructional practices. Several action steps will take place for the 2022-23 school year that will strengthen our program. We will also offer additional programs in order to support our students' ELA growth that are outlined below.

In the 2022-23 school year, NWP will be introducing 4th grade for the first time, and will be serving Kindergarten through 8th grades. A review of the 5th through 8th grade curriculum will take place in order to make any necessary adjustments based on data. With the intent to continue implementing 100% in person learning, curriculum maps, unit plans, and lesson plans will be adjusted to allow for a deeper and more thorough implementation of the grade level standards.

With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of nonfiction texts. An additional ELL Teacher will be hired to support ELL services and an ELL / MLL Coordinator will continue to deploy instructional strategies to support the ELL / MLL scholars.

The SIOP Model instructional framework centers around 30 effective instructional features organized under 8 components that are proven to bring about statistically significant academic content and language growth. These 8 components include 1) lesson preparation 2) building background 3) comprehensible input 4) strategies 5) interaction 6) practice & application 7) lesson delivery and 8) review & assessment During the 2022-23 School Year, ELL/MLL Teachers (through collaboration with Administration) will select four of the eight SIOP components to prioritize for implementation and support. Each of the four components will be developed and implemented over two month spans.

During the 2022-23 school year, the school will continue to implement the Houghton Mifflin curriculum Journeys to all of our Kindergarten through 6th grade students. Journeys will also be the primary curriculum in our new 4th grade.

Journeys provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the

depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success. Coaching days for the Journey's curriculum provided by the HMH company will be provided to ensure continued effective implementation of the program.

During the 2022-2023 school year Kindergarten and 1st grade will be implementing the Fundations program as part of the ELA Academic Intervention class. Fundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. Fundations is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It also can be taught in a small group or 1:1 setting for intervention (Tier 2). Informed by an extensive research base and following principles of instruction demonstrating success for a wide variety of learners. Wilson Fundations makes learning to read fun while laying the groundwork for life-long literacy. It thoroughly teaches the foundational skills, and significantly supports the reading, writing, and language standards, found in states' rigorous college- and career-ready standards.

Fundations presents the following concepts and skills in a cumulative manner from Unit to Unit and year to year: Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, and Comprehension strategies. It integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills; scaffolds learning while teaching all skills explicitly, sequentially, and systematically; actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options; provides multiple opportunities for skills practice and application to build mastery; monitors student learning through formative assessment tools built into the program; and includes comprehensive and teacher-friendly materials to facilitate teachers' use of the program and promote student motivation. The reason this program was brought on board is because we noticed that a number of our scholars were having difficulty with the phonics and phonemic awareness skills they need to be successful with grade level independent reading. Wilson is a well recognized leader in the area of multisensory, structured language programs, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom.

For grades K-5, New World Prep is utilizing MobyMax in their ELA Academic Intervention classes. Moby Max is a computer-based tool that finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. Moby Max's elementary curriculum is incredibly comprehensive, including modules in the alphabet, phonics, spelling, sight words, reading, foundational reading, science, and social studies.

MobyMax is highly engaging for scholars and gives grade level standards-based data that the previous program (iRead) did not provide.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and areas needed for improvement in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weaknesses and to move towards ELA and/or Math proficiency.

For the 2022-23 school year, students in grades Kindergarten through 8th grade will be administered the ELA iReady Diagnostic Exam three times throughout the year, in addition to utilizing the iReady instruction component of the program. This will allow ELA teachers to offer more individualized assistance through iReady as they move to small instructional groups. For the 2022-23 school year, the school has developed systems for monitoring the time students are on iReady and their progress toward their typical and stretch goals. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math.

Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments

During the 2022-23 school year NWP will continue the full format of the Literacy Block Program for grades 6 - 8. The Literacy Block program allows for all scholars in Grades 6 - 8 to receive an additional period of Literacy Instruction, based on their academic needs. The Literacy Block program consists of 3 Tiers: Literacy Leaders, Read 180, and System 44. The Literacy Leaders Program at NWP allows staff members and students to become leaders of literacy. The program aims to improve student performance, specifically in reading. Students receive skill-based instruction to develop their reading and writing proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading, writing, speaking, and listening. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups, as well as individually. Teachers receive ongoing professional development to develop and share their skills as well as to maximize the effectiveness of their instruction throughout the year.

During the 2022-23 school year, NewsELA will be a core component of the resources used in Literacy Leaders. Newsela is an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela is an online news-as-literacy platform that features high-interest articles on everything from current events to myths and legends and from literature to science. Newsela articles also feature questions and writing prompts that align with the Next Generation Standards. This resource was chosen so teachers would be able to individually assign articles on the same topic and/or literary works that will be modified to the scholars' individual lexile levels. It also gives teachers more literary options (both fiction and non-fiction) to choose from when creating units of study and developing lesson plans. The biggest benefit of using Newsela is that it allows teachers to go beyond classroom-level data to view individual student progress and to track student progress against the standards. It allows teachers to see individual quiz results and read, score, and provide feedback on student responses to the writing prompts. Newsela will be used to support small group instruction and also as a skill- based interventions based on the results of the data that is pulled from the assessments scholars take in NewsELA.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics and problem solving.

BACKGROUND

NWP uses a standards based approach to accomplish our mission of producing students who meet or exceed the Common Core State Math standards (Next Generation Math Learning Standards pending.) The school offers two periods of Math each day in all grade levels; grades K-3, and 5 receive an additional two periods per week.

In order to ensure teachers deploy current mathematics curricula, each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. In grades K, 1, 2, 3, 5, and 6 the Houghton Mifflin Harcourt's *Go Math!* curriculum is implemented. It is a comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points). The program emphasizes big ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this *Go Math!* curriculum found an alignment to the common core standards. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provide varied modes of

curriculum-embedded assessments that are well sequenced. The materials also provide strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners, including ELL students and student's whose home language is not English. In addition, response to intervention is embedded in the program to support diverse learners.

Similar to *Journeys*, *Go Math!* also includes an online component entitled, *Think Central.* This program improves our connection between home and school and increases the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program also supports the tutorial support components of our Comprehensive Intervention Program. Unfortunately, we were informed that Go Math was no longer being updated by the HMH company and therefore the updated curriculum will no longer be available through the program. With this information and the school's curriculum review, the school engaged in meetings with curriculum sales representatives from various curriculum companies and the school decided on the program that best fit the needs of the students.

In an effort to create a challenging seventh, eighth grade and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to the Common Core and New York State Learning Standards (Next Generation Mathematics Learning Standards Pending) and include all of the domains our students must develop an understanding of, including: ratios and proportions, the number system, expressions and equations, probability and statistics, geometry, and functions (8th Grade).

Students also have the opportunity to take an accelerated two-year Algebra Sequence, which culminates with students taking the New York State Algebra Regents. While developing unit plans and lesson plans, teachers work together to identify the critical content the standard is addressing and determine which resource is the best to use for that content. Teachers plan and use a variety of monitoring techniques throughout the lesson and the unit to check for student understanding and mastery of the critical content. These strategies include, circulating with a clipboard to record observations, scaffolded questioning, partner practice, and think-pair-shares. The school provides two periods of math each day.

At each grade level, students learn how math relates to the real world. Students are engaged in using logic, problem solving skills, and algebraic reasoning to solve cognitively complex real-world application tasks, while also mastering basic fundamental skills. At the end of each unit, students working in organized groups complete a culminating multi-step task, which incorporates multiple standards covered throughout the unit and which can be applied to the real world.

Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math. During the Spring Break Skills Readiness program, scholars in the Living Environment course participated in an Enrichment Session. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 3, 5, 6, 7, and 8) for three hours three days a week. During Mid-Winter Break Skills Readiness, grades K - 3 were held in person and grade 5- 8 were held virtually. During Spring Break Skills Readiness, all grade levels were held in person. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade), and Living Environment (select 8th grade students). During the 2021-2022 school year, the program took place in person for grades K - 3 and virtually for grades 5 - 8. The program was held from 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

- Promotion in Doubt (PID) Lunch Tutorials

Midway through the school year, scholars in grades 6 - 8 who were identified as Promotion in Doubt were enrolled in the lunch tutorial program where they received small group instruction 4 days a week in their core content area classes, after they finished their lunch. This allowed teachers to provide additional targeted instruction to meet the needs of each PID scholar and provide the space needed for them to be successful academically.

- Homework Help

For grades K and 1 and 5, 7, and 8 an afterschool Homework Help program was held once a week in which scholars received small group instruction and support from teachers and their peers. These programs allowed for the space needed for scholars to receive individualized support needed when completing their homework so they can be successful in their classes.

- Algebra All Stars

In order to provide additional support for scholars who were on track to take the Algebra Regents, but demonstrated the need for additional academic support based on classroom and assessment data, Algebra All Stars was held throughout the months of May and June. Identified scholars worked in a small group with their Algebra teacher, receiving targeted standards based instruction after school for two hours once a week.

Assessments

- Math iReady Diagnostic

Throughout the year all students were administered 3 Diagnostic Exams in Math, through the iReady - Curriculum Associates Program, for all grade levels . The data gathered from this diagnostic exam was used to determine and monitor the Math intervention/enrichment support needed for students both in the classroom and for outside of school hours intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set for each student. Students were administered the Diagnostic Assessment during their Math Periods.

- Math Benchmark Assessment (Fall, Winter, and Spring)

Common Core standards aligned Math assessments are given to students in grades 3, 5-8 three times per year. The standards that were identified as focus standards are re- assessed using past state exams released questions. Grade teams analyze the data to determine whether students are on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Grade level teams also analyze the data to identify grade level focus standards that students need more support with and adjust their instruction to explicitly reteach these standards at strategic points throughout their lesson. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and next steps for instruction were determined by the Math team.

- Math Interim Assessment

An additional Common Core standard aligned Math assessment was given to students in grades 3, 5 - 8 to simulate the NYS state exam. This interim assessment mirrored the State Exam to allow for scholars to build their stamina on a longer assessment, using past state exams released questions. These questions were standard aligned and consisted of multiple choice, short response, and extended response questions. Grade teams analyzed the data to determine whether students were on track to perform on grade level on future assessments, monitor their progress on the focus standards, and determine any interventions needed.

- HMH Math Inventory

All students in Kindergarten through 6th Grade took the Math Inventory at the beginning of the school year during their Math AIS period (K - 5) or Math period (6). The HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Scholars in Grades K - 3 took the Math Inventory two more times throughout the year. The data collected from the Math Inventory was used to determine scholar's placement into the Math 180 program in grades 5 and 6. Scholars who were placed into the Math 180 program in grades 5 and 6 took the Inventory Assessment 2 more times during the year and their progress in the Math 180 program was monitored.

- Incoming Kindergarten Screener (Math Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20 minute screener. This assessment gives us information on student's ability to identify numbers up to 20, on how far they can count, as high as they could (capping at 100), and basic shape identification. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school will continue its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade level meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on the Houghton Mifflin Harcourt program's curriculum *Go Math*! was provided to the faculty throughout the school year. For the 2021-22 school year additional professional development days were identified to support the roll out of this new curriculum (3rd grade) and the teachers' learning of all of its components. A consultant knowledgeable on the curriculum supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In addition, a Math Consultant who has been with the school for eight years, continued to come on campus and provide coaching support to Math teachers in all grades once per week. Support around planning, instruction, data analysis was included on the coach's agenda. Throughout the year, Math Teachers met with their Assistant Principal during bi -weekly Scholar Achievement Meetings (SAMs) where current data (classroom and school wide) were analyzed and next steps decided on instruction.

- Scholar Achievement Meetings

Scholar Achievement Meetings with Math teachers were held bi-weekly by the Assistant Principals. The data reviewed in SAMs included iReady Diagnostics performance levels, Math Inventory Proficiency Levels and performance, Benchmark Assessments, Interim Assessments and formative and summative classroom assessments. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

- Vertical Team Meetings

For the 2021-2022 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming Vertical Team meetings. The Vertical Team Meetings provided an opportunity for Mathematics Teachers (General and Special Education) to communicate regularly, vertically aligning curricula as well as differentiating instruction to ensure students have the prerequisite knowledge to navigate the following grade level's Mathematics curricula with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided time, space, and place for best practices and resources to be shared. Cross-curricular projects were also developed in collaboration with other team members/content-area teachers.

- Grade Level Team Meetings

For the 2021-2022 school year, Grade Level leaders were identified on each grade level. These leaders met with administration weekly to review school wide goals and planning for upcoming grade level meetings. Grade level team meetings provide an opportunity for collaboration among all teachers of a grade level. During the Grade level team meetings, the academic progress of all students is discussed and strategies to support students who are at risk are shared amongst teachers, implemented and monitored. In addition, data is shared and reviewed. When the team meets weekly during Kid Talk, using the data provided, counselors and teachers work collaboratively to monitor student academic and social emotional progress. Also taking place during grade level teams, opportunities for cross curricular planning are shared and thematic projects are planned for.

Elementary and Middle Mathematics

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in Spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

NYS Mathematics Exam Participation 2022						
Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	49	0	0	0	0	49
4						
5	52	0	0	0	0	52
6	124	0	0	0	2	126
7	119	0	0	0	1	120
8	121	0	0	0	0	121
All	465	0	0	0	0	468

RESULTS AND EVALUATION

Overall, 28% of NWP students achieved proficiency on the 2021-22 Mathematics Exam. Thus, the school fell short of its goal of having 75% . However, the percentage of NWP students achieving proficiency on the Mathematics Exam increased to 32% when isolating students who have been enrolled at the school for at least two years.

In the 2021-22 school year, NWP expanded its grade configuration and served 3rd grade students for the first time. The result of this expansion was having students at multiple grade levels composed entirely of students enrolled at the school for less than one year when taking the Mathematics exam. When reviewing NWP's 2021 - 22 Mathematics examination results, the grades with the lowest percentage of students achieving proficiency on the English language arts exam are those grades serving students enrolled in their first year at the school. Put in

[5] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

another way, when comparing grades composed mostly of students enrolled at the school for at least two academic years (7th and 8th), the percentage of students achieving proficiency on the Mathematics exam is higher than the grades where students have been enrolled at the school for only one year. Due to the pandemic, these scholars also came to us after two years of inconsistent learning from schools other than New World Prep. For example, scholars who were enrolled in at least their second year in the school in 7th grade, 34% of them achieved proficiency on the Mathematics exam compared to 32% including all scholars in the 7th grade.

During the 2021 - 2022 school year, many of the scholars performed well below proficiency on their first iReady Diagnostic Assessment, with 38% of scholars 2 or more grade levels below in Mathematics and 48% performing one grade level below in Math.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient Level 3 or 4	Number Tested	Percent Proficient Level 3 or 4	Number Tested
3	33%	49	28%	36
4				
5	10%	52	0%	8
6	20%	124	16%	44
7	32%	119	34%	110
8	39%	121	40%	117
All	28%	465	32%	315

ADDITIONAL EVIDENCE

Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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.

At the time of the report, district data was not available.

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.[6] Unfortunately this year at the time of this report, the district data is not available for comparison.

RESULTS AND EVALUATION

At the time of the report, district data was not available.

2021-22 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	49	N/A	N/A
4			N/A	N/A
5	10%	52	N/A	N/A
6	20%	124	N/A	N/A
7	32%	119	N/A	N/A
8	39%	121	N/A	N/A
All	28%	465	N/A	N/A

ADDITIONAL EVIDENCE

Goal 2: Comparative Measure

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

[6] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

2021-22 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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	467	128.2%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	212	112.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[7]	150%[8]	117	79.5%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	315	26%	No

Based on the iReady Math End of Year Assessment Data, throughout the 2021 - 2022 year, the School met Measures 1 and 2, exceeding the targets for all student's Annual percent Growth by 28% and for Low Initial Achievers by 2.5%. It is evident that all subgroups made growth throughout the 2021 - 2022 school year, although not all targets were met.

[7] 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

[8] 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.

End of Year Growth on 2021-22 i-Ready Mathematics Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	106%	49
4		
5	132%	52
6	147%	126
7	123%	120
8	133%	120
All	128.2%	467

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: iReady Math Diagnostic Assessments by Curriculum Associates

iReady Math Progress to Annual Growth (Median) By Grade Level		
	Diagnostic 2	**Diagnostic 3**
3rd Grade	44%	106%
5th Grade	39%	132%
6th Grade	50%	147%
7th Grade	20%	123%
8th Grade	58%	133%
ALL	42.2%	128.2%

During the 2021 - 2022 school year, scholars were administered the iReady Math Diagnostic three times throughout the school year. Based on the Math Progress to Annual Growth Percent (Median), scholars in grades 3 - 8 made more than a full year's worth of growth based on the data collected from Diagnostic 3 by 28.2%. To note, scholars in 6th Grade made just under a year and a half's worth of growth throughout the 2021 - 2022 school year.

iReady Math Diagnostic Assessment Median Annual Growth Percent Comparison 19 - 20 / 20 - 21 / 21 - 22			
	Median Percent of Annual Typical Growth 2019 - 20	**Median Percent of Annual Typical Growth 2020 - 21**	**Median Percent of Annual Typical Growth 2021 - 22**
3rd Grade			106%
5th Grade	163%	113%	132%
6th Grade	175%	47%	147%
7th Grade	106%	100%	123%
8th Grade	177%	62%	133%
All	**165%**	**80%**	**128.2%**

It is evident based on the 3 year comparison data regarding scholar's Math Annual Percent growth, that scholars are making more progress and growth than they were during the 2020 - 2022 school year. During the 2021 - 2022 school year, all grade levels from 3rd to 8th grade made more than a year's worth of growth. The grade that made the most growth overall was 6th Grade making almost a year and a half's worth of growth throughout the 2021 - 2022 school year. All grades also out performed the growth math during the 2020 - 2021 school year.

iReady Math Progress to Annual Growth (Median) By Subgroup Grades 3 - 8			
	Diagnostic 2	**Diagnostic 3**	**Number Tested**
3rd Gen Ed	41%	107%	33
3rd SPED Only	32%	88%	6
3rd ELL	58%	111%	5
3rd SPED / ELL	19%	52%	4
5th Gen Ed	55%	156%	33
5th SPED Only	0%	99%	7
5th ELL	11%	111%	6
5th SPED / ELL	25%	80%	5
6th Gen Ed	57%	157%	73
6th SPED Only	7%	100%	30
6th ELL	77%	193%	10
6th SPED / ELL	40%	109%	13

7th Gen Ed	25%	170%	88
7th SPED Only	0%	0%	14
7th ELL	104%	77%	7
7th SPED / ELL	0%	93%	11
8th Gen Ed	78%	195%	85
8th SPED Only	21%	22%	19
8th ELL	222%	63%	7
8th SPED / ELL	0%	42%	9

In analyzing the data regarding the Progress to Annual Growth Percent for grades 3 - 8, it was evident that all but 1 subgroup of scholars made growth, based on their Math Diagnostic 3. Of the 16 subgroups, 6 of them made more than a year's worth of growth (greater than 100%) in math throughout the 2021 - 2022 school year. It is noted that the 8th Grade Gen Ed subgroup made the most growth at 195% towards annual growth, almost exceeding two years worth of growth.

Algebra Regents Exam				
Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018 - 2019	Common Core Algebra	100%	28
8	2020 - 2021	Common Core Algebra	100%	13
8	2021 - 2022	Common Core Algebra	100%	28

Scholars who are on the accelerated math track in 7th and 8th grade are given the opportunity to take the Algebra regents exam at the end of their 8th grade year. Based on the data collected from the Regents results, 100% of scholars who took the Algebra Regents a passing grade, greater than 65%.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NOT MET
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.	N/A
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.	N/A
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.	N/A
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.	N/A

In Grades 3 - 8, the data collected from the Math New York State Exam did not meet the Absolute target set that states,"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." All of the other Measures were not applicable for the 2021 - 2022 school year.

ACTION PLAN

During April of 2022, NWP began its annual curriculum review process to evaluate the effectiveness of its Math Curriculum, Go Math. In addition to the data that supported the need to explore alternatives, Go Math also informed the school that the Go Math Curriculum was no longer being updated to align with Next Gen Standards. The Vertical Team Leader and other math teachers participated in a variety of curriculum review meetings led by various curriculum development companies in order to determine the best curriculum for the needs of our student body. In exploring different curriculum options we prioritized alignment to Next Generation Math Learning Standards, the development of discussion and discourse in mathematics, available resources to close the learning gaps, and applications to the lives of our students.

After attending curriculum review meetings for three different curricula, school leaders, the Vertical Team Leader, the Math Academic Coach, and other math teachers explored demo accounts of each curricula's online platform. After reviewing and discussing our findings we came to an agreement that Eureka Math^2 provided the curriculum that best aligned with our goals and the needs of our student population, for the 2022 - 2023 school year.

As a Title I school with a vast majority of students from historically disadvantaged demographics it is important that our curriculum choices advance equity and help us to close the achievement gap. One of the issues we identified with Go Math! was that it focused on procedural understanding and thus didn't promote enduring understandings and application of mathematical concepts. Eureka Math^2, however, provides teachers with high-quality materials and tools to ensure students build a conceptual understanding of mathematics. Written by teachers, their curriculum uses a research-based approach to craft new curriculum that ensures students build enduring knowledge. Each lesson uses a Concrete-Pictorial-Abstract approach to ensure conceptual understanding and promote application to the real world.

Eureka Math^2 uses Universal Design for Learning Guidelines to help teachers design instruction that proactively addresses barriers to learning by designing for the predictable variability of all learners. In addition, differentiation is provided throughout the curriculum to help support a variety of students including those with IEPs and MLLs.

Eureka Math^2 also provides a coherent curriculum progression by organizing modules and lessons to leverage connections between concepts, and progress conceptual understanding from simple to complex to help students access new learning and problem solving. Eureka Math^2 offers a robust assessment platform to aid teachers in assessing student readiness and learning. Equip Pre-Module Assessments provide teachers a detailed understanding of student prerequisite knowledge and skills and provide Action Items designed to support students lacking necessary prerequisite knowledge and skills. Topic quizzes provide teachers data on student achievement within modules and Module Assessments assess student learning of larger unit. Eureka Math^2 helps teachers to monitor student learning by providing Achievement Descriptors of what students should know, and Proficiency Indicators that show what knowing looks like.

Eureka Math^2 also has a digital component, Great Mind Digital, that provides lesson facilitation slides along with all the same content found in the Teach book. Through an intentional integration of digital interactives, a focused approach to encouraging student discourse, and by connecting lessons to real-world math, students stay engaged in the learning.

Once this decision was made school leaders, the vertical team leader, and other math teachers participated in a professional development focused on Implementation for Leaders. From there professional development was provided to all math teachers (broken up K-5 and 6-8) on implementing the new curriculum with fidelity. After participating in this comprehensive professional development, the vertical team leader led a professional development modeling how to plan for instruction using the curriculum and the various aspects of both the physical and digital curriculum. Teachers continue to discuss challenges and best practices during CPT (Common Planning Time) and will engage in further professional development November 8, 2022.

For grades K - 5, New World Prep is utilizing MobyMax in their Math Academic Intervention classes. Moby Max is a computer-based tool that finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while

simultaneously ensuring that remedial students get the extra instruction they need. Moby Max's elementary curriculum is incredibly comprehensive, including modules in early math, numbers, and fact fluency. MobyMax is highly engaging for scholars and gives grade level standards-based data that the previous program (Do the Math) did not provide.

For Grades 3-5, Get More Math is used as an additional intervention deployed for math instruction, specifically focusing on spiral review of standards-aligned skills in state collections. In addition to focused practice for initial skill mastery; there are also programmatic elements for focused practice for initial skill mastery. The data yields progress-monitoring strategies as well as actionable data to inform core Math instruction.

In addition, based on the HMH Math Inventory Assessment data, scholars identified to be in need of more support will utilize the HMH Math 180 Intervention program in the 5th grade, during their Math Academic Intervention Class. The Math 180 program focuses on students having a deep understanding and mastery of the essential skills and concepts necessary to comprehend complex math problems. This research-based program enables students to progress swiftly and successfully through the grade level curriculum. Math 180 provides multiple opportunities to apply the math concepts and procedures to real world situations. As scholars utilize the program throughout the year, their progress will be monitored through the use of the Math Inventory Assessment that they will take 2 more times throughout the year. Teachers will receive professional development provided by the HMH company to support their implementation of the program.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and areas needed for improvement in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weaknesses and to move towards ELA and/or Math proficiency.

For the 2022-23 school year, students in grades Kindergarten through 8th grade will be administered the Math iReady Diagnostic Exam three times throughout the year, in addition to utilizing the iReady instruction component of the program. This will allow Classroom and Math teachers to offer more individualized assistance through iReady as they move to small instructional groups. For the 2022-23 school year, the school has developed systems for monitoring the time students are on iReady, their performance on their individualized pathways, and their progress toward their typical and stretch goals. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math.

Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments**.**

GOAL 3: SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The 2021-2022 school year marked the fourth year the school implemented the Amplify program in 5 - 8, the second year the school implemented it in K - 2, and the first year in 3rd grade. We selected this curriculum because it is aligned to the Next Generation Science Standards and is developed through a partnership between Amplify, a leader in technology integration and University of California Berkeley's Lawrence Hall of Science – known for their research-based science curriculum. Amplify Science was named a 2018 CODiE Award finalist for best science instructional solutions and best Emerging technology solution categories.

Each unit of study offers our teachers a detailed curriculum with embedded formative assessments, inquiry-oriented investigations, online simulations and apps, literacy activities and readings to engage our students in the multimodal, 3-Dimensional (NGSS) learning of science. The units are aligned to the New York City Department of Education Science Scope and Sequence and will allow our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

Additional Intervention

- Promotion in Doubt (PID) Lunch Tutorials

Midway through the school year, scholars in grades 6 - 8 who were identified as Promotion in Doubt were enrolled in the lunch tutorial program where they received small group instruction 4 days a week in their core content area classes, after they finished their lunch. This allowed teachers to provide additional targeted instruction to meet the needs of each PID scholar and provide the space needed for them to be successful academically.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, and Living Environment (select 8th grade students). During the 2021-2022 school year, the program took place in person for grades K - 3 and virtually for grades 5 - 8. The program was held from 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Living Environment).

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math. During the Spring Break Skills Readiness program, scholars in the Living Environment course participated in an Enrichment Session. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 3, 5, 6, 7, and 8) for three hours three days a week. During Mid-Winter Break Skills Readiness, grades K - 3 were held in person and grade 5- 8 were held virtually. During Spring Break Skills Readiness, all grade levels were held in person. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Living Environment and are determined based on the data collected through classroom and school wide assessments.

Assessments

- NYS Grade 8 Science Written Interim Assessment

The Standards aligned assessment is given to all 8th grade students in the spring time each school year. It is given to measure student understanding of intermediate-level science content and concepts so far in the school year. Science teachers analyze the data to determine whether students are on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. The data collected was analyzed by the 8th grade science team during the Scholar Achievement Meetings and next steps determined for instruction.

- NYS Grade 8 Science Performance Interim Assessment

The Standards aligned assessment is given to all 8th grade students in the spring time each school year. It is given to measure student understanding of intermediate-level science content

and concepts so far in the school year based on the content assessed through the Performance Assessment. This content consists of hands - on labs. Science teachers analyze the data to determine whether students are on track to performing on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. The data collected was analyzed by the 8th grade science team during the Scholar Achievement Meetings and next steps determined for instruction.

Professional Development

In order to provide NWP's staff with the support necessary to achieve high levels of student proficiency the school will continue its Professional Development program. On Wednesdays of each week the student schedule ends at 2:00PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade level meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc. During the 2021-2022 school year, the Science Team met for a full two hours once a month to deepen their understanding and implementation of Amplify as well as creating standards based assessments and reviewing data from the assessments.

In addition, a Science Consultant who has been with the school for twelve years, continued to come on campus and provide coaching support to Science teachers in all grades once per week. Support around planning, instruction, data analysis were included on the coach's agenda.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in the late Spring of 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4		
8	44%	117
All	44%	117

Overall, 44% of NWP students achieved proficiency on the 2021-22 8th Grade Science Exam. Thus, the school fell short of its goal of having 75%.

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017 - 2018	Living Environment	91%	21
8	2018 - 2019	Living Environment	100%	11
8	2020 - 2021	Living Environment	100%	8
8	2021-22	Living Environment	67%	24

Based on the criteria released from the state at the end of the 2020 - 2021 school year, scholars who demonstrated proficiency on their the Living Environment Coursework where provided with Regents diploma credit. All of the scholars who sought a Regents Appeal were granted an appeal allowing for 100% of scholars having passed the Regents or receiving Regents Credit.

Goal 3: Comparative Measure

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.

2021-22 8th Grade State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	44%	117	N/A	N/A

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

At the time of the report, district data was not available.

ACTION PLAN

In order to continue to assist our students achieve proficiency in science, New World Prep has reviewed its present Science instructional practices.

Across grades, the science coach and teachers will continue to receive targeted professional development by implementing Amplify, which is aligned to the newly adopted -NGSS. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

During the 2022-23 school year, the school will be using The Amplify NGSS Benchmark Assessments in grades K-8 to help teachers measure student progress toward the three dimensions and the performance expectations of the Next Generation Science Standards (NGSS). The data provide important insight into how students are progressing toward mastery of different standards ahead of high-stakes, end-of-year- assessments.

We will continue to offer students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high-level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

With the final grade for expansion this year (4th grade), we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These learning experiences and our curriculum adoption of Amplify Science will strengthen student learning specific to the *science practices,* including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas*, and identifying the *cross-cutting concepts* found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our additional grades engage in science across all three dimensions of learning through effective curriculum development and instruction will result in our fifth graders prepared to learn science in middle school. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

In order to add additional time spent outside of the classroom to support students' academic growth in Science, targeted groups of scholars will be invited to attend the All Stars and Saturday Enrichment Academy . NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science, and Living Environment (select 8th grade students). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to

help them academically. The lessons taught are aligned to the Next Generation Standards. In addition, the Science All Stars program is designed to provide a targeted group of scholars with additional Science support by a Science teacher, after school once a week.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met the measure of being in Good Standing for the 2021-2022 school year.

ADDITIONAL EVIDENCE

NWP has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2019-20	Good
2020-21	Good
2021-22	Good