NEW WORLD PREPARATORY CHARTER SCHOOL

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Eugene Foley (President), Amanda Ainley (Principal) and Randi Schafer (Assistant Principal) prepared this 2022-23 Accountability Progress

Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Angelo Aponte	Chairperson	Finance, Academic, Strategic, Executive, Security
Larry Miraldi	Vice Chairperson	Academic, Strategic, Executive
Terry Troia	Secretary	Finance, Academic, Strategic
Andres Garcia	Member	Community Outreach
Carin Guarasci	Member	Academic, Strategic,
Bernard Lopez	Member	Academic, Strategic, ,Security Community Outreach
John McBeth	Member	Community Outreach
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.

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SCHOOL OVERVIEW

As planned, during the 2022-2023 school year, our final year of our Charter, New World Prep added a 4th grade, which marks the completion of our school's expansion to serve students from kindergarten through 8th grade. New World Preparatory Charter School ("NWP") provides an exceptional education for students 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, Next Generation, 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 fifth 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 736 students and having structured time scheduled to support the social and emotional needs of each child. The goal is to have approximately 22 students in kindergarten and first grade and in grades 3 through 8th grade to have each of the sections to approximately have 25 students in a class.

The elementary enrollment by grades and sections:

Grade	Enrollment	Numbers of Sections	Numbers per Section
Kindergarten	72	4	18
First	70	3	23
Second	74	3	24
Third	62	3	22
Fourth	48	2	24
Fifth	50	2	25

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, 4th and 5th graders participate in morning meetings with their classroom teacher. Teachers establish 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
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
2022-23	72	70	74	62	48	50	124	128	108	0	0	0	0	736

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 / Next Generation ELA standards. 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.

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For the 2022 - 2023 school year all Kindergarten through 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 a 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 Kindergarten through 8th Grade 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 6-8 and Foundations in grades K and 1 and MobyMaix in grades K - 5. 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 6 - 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 additional times throughout the year. Based on their performance throughout the year, they may be placed 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.

During the 2022-2023 school year Kindergarten and 1st grade introduced the Literacy Intervention program Fundations, as part of the ELA Academic Intervention class. Fundations is a multisensory and systematic phonics, spelling, and handwriting program. 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 promotes student motivation. 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 classroom. The reason this program was brought on board is because 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.

Also introduced during the 2022 - 2023 school year, for grades K - 5, New World Prep utilized the MobyMax in their ELA Academic Intervention classes. MobyMax 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 while simultaneously ensuring that remedial students get the extra instruction they need. MobyMax'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 provides grade level standards-based data.

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. During the 2022-2023 school year, the program returned to in-person instruction for all grade levels. The program is designed to support students in ELA and Math. Skills Readiness is offered to an identified group of students in all grade levels, Kindergarten through 8th grade, for three hours three days during the week. Students are chosen based on their most recent iReady Diagnostic performance, teacher recommendation, and/or parent request. 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 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, and Science (6th - 8th Grade). During the 2022-2023 school year, the program returned to in person instruction for all grade levels. The program was held from 9am – 12pm on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance. 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, bridging the gaps in their learning and developing organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards.

- Promotion in Doubt (PID) Mandated 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 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 - 1 and 6- 8, an afterschool Homework Help Club was held once a week in which scholars received small group instruction and support from teachers and their peers. These programs allowed for the time needed for scholars to receive individualized support when completing their homework so they could 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 2022 - 2023 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 Intervention classes to provide additional support to the students who have been identified as Title 1.

- ELL / MLL Services

NWP has a growing ELL / MLL population. NWP currently has three designated ELL/MLL teachers who provide support to our students who have been identified as ELL / MLLs based on the home language survey and ongoing NYSESLAT data. During the 2022 - 2023 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 ELA Curriculum. The 6 - 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 all grades. 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 at the classroom level and recognized at the school-wide level. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students in the classroom and after-school intervention/enrichment programs. Data were analyzed with staff during data review meetings and during Scholar Achievement Meetings at the classroom level, and the Continuous Achievement Plan was implemented during the review.

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

Common Core standard-aligned ELA assessments were given to students in grades 3 - 8 three times per year. The standards that were identified as focus standards were re-assessed using past state exams released questions. Grade 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. Grade teams analyzed the data to determine whether students were on track to perform 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. Data from the benchmark assessments is analyzed during Scholar Achievement Meetings, and the next steps for instruction were collaborated on by the Classroom Teachers (3 - 5) and Grade Level ELA team (6 - 8).

- ELA Interim Assessment

An additional Common Core standard aligned ELA assessment was given to students in grades 3 - 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 next steps in instruction.

- HMH Reading and Phonics Inventories

At the beginning of the school year, Kindergarten through 8th grade and all new students in 6th grade 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 3 - 6 who scored below a specific Lexile Level were administered the Phonics Inventory. The data gathered from these inventory assessments was used to determine students' placement into the Read 180 or System 44 Reading Intervention Programs or into Literacy Leaders for grades 6 - 8. Returning students and students in grades 7 and 8 continued in their program from the 2022 - 2023 school year. In January and May, all students grades K - 5 and students in grades 6-8 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.

- Fountas and Pinnell

Students in grades K- 5 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 - 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 Assessment (ELA Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20 minute 1:1 assessment. 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, Turn Key PD, etc.

Professional development on Journey's was provided to the faculty during Pre-service and continued throughout the school year. Teachers receive ongoing professional development throughout the year in this program to develop and share their skills and to maximize the effectiveness of their instructional practices. For the 2022-23 school year additional professional development days were identified to support the roll out of this curriculum (for grade 4) and the teachers' learning of all of its multiple components.

- Scholar Achievement Meetings (SAMS)

Scholar Achievement Meetings with Classroom Teachers (K - 5) and ELA Grade Teams (6 - 8) were held bi-weekly and facilitated by the Assistant Principals. During these meetings the teachers analyzed and discussed data from class and schoolwide assessments (iReady Diagnostics, Reading and Phonics Inventories, Benchmark Assessments, Interim Assessments, and Fountas &Pinnell). Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet or exceed 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.

- Vertical Team Meetings

For the 2022 - 2023 school year, Vertical Team leaders were identified for grades 6 - 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 2022 - 2023 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. Grade level Wide Interventions were identified, 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 2022-2023 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.

- ELL / MLL Professional Development - SIOP Model INstructional Framework

Additional ELL / MLL Professional development is provided for teachers through the SIOP model. 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. The ELL / MLL Coordinator continues to turnkey instructional strategies from the framework and provides all teachers with training and resources to support with their implementation. In addition a central hub is provided to teachers which houses multiple resources for them to reference and utilize in their instruction to support the ELL / MLL scholars.

ELEMENTARY AND MIDDLE ELA

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.

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in spring 2023. 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).

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The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022 - 23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	62							62
4	48							48
5	49						1	50
6	124							124
7	128							128
8	108							108
All	519							520

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Performance on 2022 - 23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	33	53.23%	46	27	58.70%
4	48	27	56.25%	38	22	57.89%
5	49	11	22.45%	1		
6	123	39	31.71%	38	12	31.58%
7	128	61	47.66%	122	58	47.54%
8	108	59	54.63%	103	58	56.31%
All	**518**	230	**44.4%**	348	177	**50.86%**

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

2022-23 State English Language Arts Exam

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

[2] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data here.

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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	58.70%	46	55.99%	3806
4	57.89%	38	58.38%	3806
5		1	55.57%	4101
6	31.58%	38	54.98%	3838
7	47.54%	122	56.60%	3749
8	56.31%	103	64.45%	3654
All	**50.86%**	**348**	**57.59%**	**22954**

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.[3]

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4[4]		Effect Size
		Actual	Predicted	
3	93.2	32.7	31.2	0.08
4				
5	94.1	23.1	22.5	0.04

[3] These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

[4] Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4[4]		Effect Size
		Actual	Predicted	
6	95.5	38.4	42.7	-0.27
7	90.9	40.0	36.2	0.23
8	90.0	55.8	39.9	0.93
All	**92.5**	**41.0**	**36.8**	**0.24**

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady Diagnostic Assessments by Curriculum Associates.

2022-23 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%**	**515**	**133%**	**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%**	**236**	**120%**	**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[5]**	**157%[6]**	**131**	**122%**	**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%**	**353**	**54%**	**No**

Based on the iReady ELA End of Year Assessment Data, throughout the 2022 - 2023 year, the School met Measures 1 and 2, exceeding the targets for all student's Annual percent Growth by 33% and for Low Initial Achievers by 10%. It is evident that all subgroups made growth throughout the 2022 - 2023 school year, although not all targets were met.

SUMMARY OF THE ELA 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.	NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	NO
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.	NO
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

[5] 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

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

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EVALUATION OF ELA GOAL

In Grades 3 - 8, the data collected from the ELA New York State Exam did not meet the Absolute target set that state, “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.” NWP fell short of this target by 24%, since 50% of scholars enrolled in at least their second year performed at proficiency on the NYS English Language Arts Assessment.All of the other Measures were not applicable for the 2022 - 2023 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Although the ELA Goal for scholar proficiency on the New York State ELA Exam were not met during the 2022 - 2023 school year, the data below collected from the iReady Diagnostic Assessments demonstrate that growth was made by scholars throughout the year, in all grade levels 3 - 8. Based on the amount of growth, it was evident that scholars made more than a year’s worth of growth in all grades levels 3 - 8, with the exception of 6th Grade, based on their diagnostic performance.

iReady Reading Progress to Annual Growth (Median) By Grade Level		
	Median Percent to Annual Growth	**Number Tested**
3rd Grade	172%	62
4th Grade	193%	48
5th Grade	115%	49
6th Grade	86%	124
7th Grade	115%	128
8th Grade	117%	108
All Scholars 3 - 8	**133%**	**519**

iReady Reading Progress to Annual Growth (Median) By Grade Level		
	Diagnostic 2	**Diagnostic 3**
3rd Grade	73%	172%
4th Grade	88%	193%
5th Grade	63%	115%
6th Grade	26%	86%
7th Grade	125%	115%
8th Grade	133%	117%
All Grades 3 - 8	**85%**	**133%**

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During the 2022 - 2023 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 35% and more than a full year's worth of growth based on the data collected from Diagnostic 3 by 33%. To note, all scholars made more than a full year's worth of growth with the exception of 6th grade, which includes only 31% (39 out of 124) of scholars in their second year enrolled at the school.

iReady Reading Diagnostic Assessment Median Annual Growth Percent Comparison 19 - 20 / 20 - 21 / 21 - 22 / 22 - 23				
	Median Percent of Annual Typical Growth 2019 - 20	**Median Percent of Annual Typical Growth 2020 - 21**	**Median Percent of Annual Typical Growth 2021 - 22**	**Median Percent of Annual Typical Growth 2022 - 23**
3rd Grade			150%	172%
4th Grade				193%
5th Grade	163%	113%	154%	115%
6th Grade	175%	47%	147%	86%
7th Grade	106%	100%	200%	115%
8th Grade	177%	62%	200%	117%
All	**155%**	**81%**	**170%**	**133%**

In comparing the median annual growth percent to the 2019 - 2020, 2020 - 2021, 2021 - 2022 it is evident that with the use of continuous daily in person instruction, are continuing to show more than a year's worth of growth in almost all of the grade levels. It is also evident that in grades 3 and 4, they overall out performed the annual typical growth made in all of the years.

iReady Reading Progress to Annual Growth (Median) By Subgroup Grades 3 - 8			
	Diagnostic 2	**Diagnostic 3**	**Number Tested**
3rd Gen Ed	77%	181%	42
3rd SPED Only	23%	135%	10
3rd ELL	37%	161%	5
3rd SPED / ELL	94%	215%	5
4th Gen Ed	45%	235%	33
4th SPED Only	198%	190%	4
4th ELL	114%	110%	7
4th SPED / ELL	200%	142%	4
5th Gen Ed	79%	154%	29
5th SPED Only	80%	75%	12
5th ELL	48%	81%	5

5th SPED / ELL	33%	100%	3
6th Gen Ed	42%	121%	89
6th SPED Only	0%	32%	16
6th ELL	3%	0%	10
6th SPED / ELL	8%	105%	11
7th Gen Ed	149%	150%	73
7th SPED Only	82%	121%	32
7th ELL	179%	118%	8
7th SPED / ELL	112%	25%	15
8th Gen Ed	150%	100%	87
8th SPED Only	53%	145%	16
8th ELL	95%	203%	2
8th SPED / ELL	83%	178%	3

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 24 subgroups, 19 of them made more than a year's worth of growth (greater than 100%) in reading throughout the 2022 - 2023 school year. Although more than half a year's worth of growth was made, the remaining 5 subgroups (5th Grade Special Education, 5th Grade Special Education and ELL / MLL, 6th grade Special Education, 6th Grade ELL, and 7th Grade Special Education and ELL / MLL), made less than 1 year's worth of growth. It is noted that the 8th Grade ELL / MLL, 4th Grade Gen Ed, and 3rd Grade ELL / MLL, made the most amount of growth, exceeding the equivalent of two years worth.

ELA ACTION PLAN

During the 2023 - 24 school year the focus will be to ensure a continuous rigorous alignment to the Next Generation Standards for Grades K through 8th.

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 2023-24 school year that will strengthen our ELA program. We will also offer additional programs in order to support our students' ELA growth that are outlined below.

Throughout the 2022-23 school year, NWP reviewed the current K - 5 ELA curriculum, Journey's and exploring alternatives, based on the data and research. Before deciding on the ELA curriculum, a review was completed by administration and the decision narrowed down between two curricula. Teams of teachers were then presented with both curricula to ask

questions, review, and provide feedback. The decision was made that for the 2023 - 2024 school year, the myView Literacy Elementary Reading Curriculum will be implemented in grades K - 5. This program emphasizes each of the evidence-based skills that students need to read effectively—phonological awareness, phonics, vocabulary, comprehension, and fluency, as identified by the National Reading Panel to ensure students develop foundational skills and comprehension strategies needed for success. In addition, the myView literacy program includes a strong reading focus, writing focus, bridge between reading and writing, digital platform, differentiation, and SEL component to allow for scholar growth in English Language Arts.

In order to ensure teachers are trained for effective implementation of the myView curriculum, Professional Development is provided to teachers prior to implementation in addition to side by side coaching days throughout to support teachers with the program implementation.

For all grade levels, including 6th - 8th grade who will continue with an aligned curriculum to Engage NY, curriculum maps, unit plans, and lesson plans will be adjusted to allow for a deeper and more thorough implementation of the grade level standards and targeting the individual needs of scholars.

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 2023-24 School Year, ELL/MLL Teachers (through collaboration with Administration) will continue to select target specific SIOP components to prioritize for implementation and support, based on the data collected and needs of the scholars. In addition, ELL / MLL scholars will have a language profile created to set and monitor goals regarding Reading, Writing, Speaking, and Listening, based on assessment date.

During the 2023-2024 school year Kindergarten and 1st grade will continue to implement the Fundations program as part of the ELA Mastery class. Fundations is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K - 4 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 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-4, New World Prep is continuing to utilize MobyMax in their ELA Math Mastery classes. MobyMax 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.

Also for grades K - 5, New world Prep will be implemented Learning A - Z's Raz - Plus, which is a targeted reading program designed to align to the scholars Fountas and Pinnell Levels to allow for them to read engaging texts at their level and assess their comprehension with the use of aligned quizzes. The program provides a personalized library of leveled books and additional reading passages available in printable, projectable, online, and mobile formats to each student. All online student activity is tracked in data-driven reports to help determine future instruction.In addition, Raz Kids Plus also offers a component to support the ELL and MLL Support English Language Learners with tools, resources, and research-based strategies to achieve success with social and academic English. Learning A-Z's Raz-Plus ELL Edition provides reading, listening, speaking, and writing resources organized in content area topics at varying grade ranges. The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of WIDA, TESOL, and CCSS-aligned resources designed specifically for ELLs. With this online solution, you have access to hundreds of time-saving ELL-specific resources with integrated grammar and vocabulary support.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 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 2023-24 school year, the school continues to revisit and refine 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 2023-24 school year NWP will be implementing a revised Literacy Block program for grades 5 - 8. The Literacy Block program allows for all scholars in Grades 5 - 8 to receive an additional period of Literacy Instruction, based on their reading levels and academic needs. The Literacy Block program consists of 4 Tiers of Literacy Block Sections: Literacy Leaders (On grade level), Literacy Captains (one or more grade levels below), Literacy Commanders (ELL / MLL Scholars). The Literacy Block 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 Block 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.

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During the 2023-24 school year, more alignment will take place between the ELA curriculum and the Literacy Block Curriculum, allowing scholars to receive targeted intervention and support to supplement their understanding of grade level standards and content. Scholars will be presented with compatible texts, articles, and novels to the ELA curriculum content, at their reading levels while providing them with the phonics and reading comprehension support needed, based on data collected. In addition, NewsELA will continue to be a core component of the resources used in the Literacy Block classes, using data to determine the texts to present to scholars.

Another component of the Intervention program to support scholars with their academic progress, is the Homework Help Afterschool Program. The Homework Help Afterschool program allows for scholars in grades K - 4 to receive additional support from their teachers and teacher assistants afterschool. This program is designed to support parents / guardians who may have trouble helping their child with their homework, at home. The Homework Help Program at the 5th - 8th grade level will not only provide teacher support for scholars, but also allow for scholars to support their peers, through the use of the Peer Tutoring program.

Scholars who are in need of additional academic support are mandated to attend Academic Lunch tutorial sessions as an intervention. Scholars attend lunch tutorials with their content area teachers to receive small group instruction, to review / receive a reteach of their assignments, receive support with their work, and or review their classwork feedback to obtain a better understanding of the content.

With the transition to computer based testing, the school will be moving all school wide assessments to be computer based. This will allow for all teachers and scholars to learn how to navigate the tools for computer based assessments as the opportunity for scholars to demonstrate their understanding of grade level standards. The data collected from the assessments will be used to determine next steps in instruction by identifying the focus standards that are in need of review / reteach.

A new assessment program, DataMate - Student Assessment and Management by Educational Vistas was purchased to support the transition to Computer Based testing. This assessment management, development, and delivery system will allow for scholars to be administered online assessments mirroring the New York State Questar Platform, getting them ready with the skills needed to be successful in testing on the computer. Not only will the scholars be able to practice using the online assessment software tools including the equation editor for mathematics, aligned to their grade level, but the program also collects standard - aligned data for analysis and determining next steps in instruction and focused intervention and enrichment.

Over the last five years, NWP has expanded from a middle school to a K to 8 school. Beginning in 2023-2024, we will expand the instructional leadership of the school to include an additional Principal. We will transition from one Principal for K to 8 to two Principals. One principal will oversee the K-5 instructional program, and the other will oversee 6 to 8. In this model, both principals will work together to address the growth of our school and provide smaller learning communities to support our staff and scholars to improve instruction and learning for our scholars.

As the school continues to grow, teacher leaders are identified as Co - Vertical Team Leaders, serving as a point person for the content area. This year, Co - Vertical team leaders have been identified for ELA K-4 and ELA 5- 8. In addition, a teacher leader for Literacy has also been identified for grades 5- 8. These teacher leaders work collaboratively with administration, providing additional support to teachers with content and instructional strategies, providing their expertise in the content area.

In order to support the use of school wide and classroom assessments as well as data driven instruction, during the 2023 - 2024 school year, a new position for the Assistant Principal of Data and Assessment was established as well as the Coordinator of School Wide Data and Assessments. These roles will ensure data is accurately collected with the oversight of alignment to the standards. The team will also present data in a way that allows teachers to use it and immediately implement interventions and enrichment to students. The addition of these two data focused roles will support the school and staff in monitoring scholar's academic achievement.

In addition, the Coordinator of Academic Interventions was restructured. This position allows for improved organization and oversight of the academic intervention programs such as Afterschool All Stars, Saturday Enrichment Academy, and Skills Readiness. The Coordinator of Academic Interventions works closely with the Assistant Principal of Data and Assessment as well as the Coordinator of School Wide Data and Assessment to identify the targeted intervention group based on data as well as monitor the progress of scholars in the intervention programs, making adjustments to their intervention group as needed throughout the year.

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- 5 receive an additional two periods per week of Math Mastery.

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. For the 2022 - 2023 school year, the Eureka Math^2 curriculum was implemented for the first time in grades K - 8.

Eureka Math^2 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 units. 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.

In an effort to continue to create a rigorous advanced math track and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including, Big Ideas Learning, and Ready NY by Curriculum Associates to develop and differentiate rigorous and engaging lessons. However, the Algebra curriculum is mostly aligned to the Engage NY curriculum. All resources are aligned to the 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. Skills Readiness is offered to an identified group of students in all grade levels for three hours a day, three days a week. During the Skills Readiness Programs, 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 and Next Generation Standards 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 and Math (Grades K - 5), and ELA, Math, and Science (6th - 8th Grade). During the 2022-2023 school year, the program took place in person for all grades. The program was held from 9am – 12pm on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance. 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.

- 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 6, 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 year. Identified scholars worked in a small group with their Algebra teacher, receiving targeted standards based instruction after school for one hour, once a week.

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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 - 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 - 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 5th Grade took the Math Inventory at the beginning of the school year during their Math Mastery period.. 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.

- 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: Scholar Achievement Meetings, Data Review, Kid Talk, Turns Key PD, etc.

Professional development on the Eureka Math^2 Curriculum was provided to the faculty throughout the school year. These professional development sessions took place in person, during pre service prior to implementation and continued throughout the year with side by side coaching for school leaders and teachers for program implementation. In addition, virtual sessions were also presented to teachers, targeting specific strategies or implementation components based on the data collected. A consistent PD provider was assigned who was knowledgeable on the curriculum and 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 nine 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. IN addition, a teacher leader served as the Math Vertical team leader and supported the rollout and implementation of the program.

- Scholar Achievement Meetings

Scholar Achievement Meetings with Math teachers were held bi-weekly by the Assistant Principals and the Math Vertical Team Leader. 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 math growth goals.

- Vertical Team Meetings

For the 2022-2023 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. The Math vertical team leader worked to develop and share resources for math teachers to utilize, ensuring standard alignment assessment questions.

- Grade Level Team Meetings

For the 2022-2023 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.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	62								62
4	48								48
5	50								50
6	124								124
7	127						1		128

8	108								108
All	519								520

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	33	53.23%	46	27	58.70%
4	48	25	52.08%	38	21	55.26%
5	50	15	30.00%	1		
6	124	22	17.74%	38	9	23.68%
7	126	49	38.89%	120	47	39.17%
8	108	49	45.37%	103	49	47.57%
All	**518**	**193**	**37.26%**	**346**	**153**	**44.22%**

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 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	58.70%	46	61.06%	3901
4	55.26%	38	56.77%	3868
5		1	58.17%	4133
6	23.68%	38	52.57%	3759
7	39.17%	120	60.94%	3671
8	47.57%	103	53.76%	2498
All	**44.22%**	**346**	**57.43%**	**21830**

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	93.2%	32.7	31.1	0.08
4				
5	94.1	9.6	18.7	-0.56
6	95.5	20.2	19.2	0.07
7	90.9	31.9	18.2	0.88
8	90.0	38.8	15.6	1.42

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
All	**92.5**	**28.2**	**19.2**	**0.56**

Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady Diagnostic Assessments by Curriculum Associates.

2022 - 2023 iReady Math Assessment End of Year Result

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%	519	129%	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%	214	126%	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]	141%[8]	131	94%	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%	353	53%	NO

Based on the iReady Math End of Year Assessment Data, throughout the 2022 - 2023 school year, the School met Measures 1 and 2, exceeding the targets for all student's Annual percent Growth by 29% and for Low Initial Achievers by 16%. It is evident that all subgroups made growth throughout the 2022 - 2023 school year, although not all targets were met.

SUMMARY OF THE 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.	NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	NO
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES

[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.

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

EVALUATION OF THE MATHEMATICS GOAL

In Grades 3 - 8, the data collected from the Math New York State Exam did not meet the Absolute target set that state, "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." NWP fell short of this target by 31%, since 44% of scholars enrolled in at least their second year performed at proficiency on the NYS Mathematics Assessment. All of the other Measures were not applicable for the 2022 - 2023 school year.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2022 - 2023 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 half of years worth of growth by the second diagnostic exam by 11% and more than a full year's worth of growth based on the data collected from Diagnostic 3 by 29%. To note, all scholars made more than a full year's worth of growth with the exception of 3rd grade and 6th grade. 3rd grade fell short by only 2% and it is noteworthy that 6th grade includes only 31% (39 out of 124) of scholars in their second year enrolled at the school.

iReady Math Progress to Annual Growth (Median) By Grade Level		
	Diagnostic 2	**Diagnostic 3**
3rd Grade	46%	98%
4th Grade	55%	113%
5th Grade	67%	144%
6th Grade	39%	96%
7th Grade	83%	144%
8th Grade	78%	179%
All Grades 3 - 8	**61%**	**129%**

iReady Math Progress to Annual Growth (Median) By Grade Level		
	Median Percent to Annual Growth	**Number Tested**
3rd Grade	98%	62
4th Grade	113%	48
5th Grade	144%	49
6th Grade	96%	124
7th Grade	144%	128
8th Grade	179%	108
All Scholars 3 - 8	**129%**	**519**

iReady Math Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 2020 / 2020 - 2021 / 2021 - 2022 / 2022 - 2023				
	Median Percent of Annual Typical Growth 2019 - 20	**Median Percent of Annual Typical Growth 2020 - 21**	**Median Percent of Annual Typical Growth 2021 - 22**	**Median Percent of Annual Typical Growth 2022 - 23**
3rd Grade			106%	98%
4th Grade				113%
5th Grade	163%	113%	132%	144%
6th Grade	175%	47%	147%	93%
7th Grade	106%	100%	123%	144%
8th Grade	177%	62%	133%	179%
All	**165%**	**80%**	**128.2%**	**129%**

In comparing the median annual growth percent to the 2019 - 2020, 2020 - 2021, 2021 - 2022 it is evident that with the use of continuous daily in person instruction, New World Prep continues to show more than a year's worth of growth in almost all of the grade levels. It is also evident that in grade 8, they overall out performed the annual typical growth made in all of the years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

iReady Math Progress to Annual Growth (Median) By Subgroup Grades 3 - 8			
	Diagnostic 2	Diagnostic 3	Number Tested
3rd Gen Ed	39%	89%	42
3rd SPED Only	56%	120%	10
3rd ELL	35%	122%	5
3rd SPED / ELL	88%	156%	5
4th Gen Ed	52%	104%	33
4th SPED Only	134%	140%	4
4th ELL	35%	96%	7
4th SPED / ELL	91%	137%	4
5th Gen Ed	83%	156%	29
5th SPED Only	50%	142%	12
5th ELL	39%	128%	5
5th SPED / ELL	63%	75%	3
6th Gen Ed	57%	127%	89
6th SPED Only	47%	22%	16
6th ELL	86%	97%	10
6th SPED / ELL	0%	67%	11
7th Gen Ed	117%	183%	73
7th SPED Only	23%	127%	32
7th ELL	183%	117%	8
7th SPED / ELL	0%	54%	15
8th Gen Ed	75%	183%	87
8th SPED Only	125%	88%	16
8th ELL	183%	221%	2
8th SPED / ELL	67%	0%	3

In analyzing the data regarding the Progress to Annual Growth Percent for grades 3 - 8, it was evident that almost all subgroups of scholars made growth. Of the 24 subgroups, 15 of them made more than a year's worth of growth (greater than 100%) in mathematics throughout the 2022 - 2023 school year. Although more than half a year's worth of growth was made, the remaining subgroups including 3rd Grade Gen Ed, 4th Grade ELL / MLL, 5th Grade SPED / ELL, 6th Grade ELL / MLL, 6th Grade SPED + ELL, 7th Grade SPED + ELL, and 8th Grade SPED, made less than 1 year's worth of growth. It is noted that the 8th Grade ELL / MLL made the most amount of growth, exceeding two years worth.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Algebra 1 Regents Assessment					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2017 - 2018	Algebra 1 Regents	29	29	100%
8	2018 - 2019	Algebra 1 Regents	28	28	100%
8	2020 - 2021	Algebra 1 Regents	13	13	100%
8	2021 - 2022	Algebra 1 Regents	28	28	100%
8	2022 - 2023	Algebra 1 Regents	24	24	100%

MATHEMATICS ACTION PLAN

During the 2022 - 2023 School year, NWP implemented the Eureka Math^2 curriculum, receiving targeted Professional Development with implementation. Eureka Math^2 provides teachers with the information needed to turnkey rigorous, engaging lessons aligned to the Next Generation Standards. In order to provide continued support with the new curriculum, during the 2023 - 2024 school year, NWP will continue to provide Progressional development for teachers, both during the Pre Service as well as throughout the year with side by side coaching days.

For the 2023 - 2024 school year, having implemented the Eureka Math^2 for a whole year, returning teachers, Math Vertical Team Leaders, and Math Consultant have the experience with the curriculum and the digital software component to bring to the second full year of implementation. The continued support for both new and returning teachers as well as consistent professional developers allow for teachers to receive the specific targeted support needed, whether it is their first or second year with implementation. The schedules created for the coaching days are purposeful and with a targeted focus. In addition, the continued support and professional development of the Math Consultant and Math vertical Team Leaders allows for them to continue to turn key and support the mathematics teachers in between the coaching days.

For grades K - 4, New World Prep will continue to utilize MobyMax in their Math Academic Intervention classes. MobyMax 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 allows for teachers to provide further intervention.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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**.**

During the 2023 - 2024 school year, the Title 1 Funds allocation will allow NWP to provide for additional math intervention through the Math Mastery program grade 2 - 4. The Title 1 Math teacher will provide targeted data drive instruction to scholars who are academically at risk for math based on their Math State Exam Data and iReady Diagnostic placement and quantile levels.

A new assessment program, DataMate - Student Assessment and Management by Educational Vistas was purchased to support the transition to Computer Based testing. This assessment management, development, and delivery system will allow for scholars to be administered online assessments mirroring the New York State Questar Platform, getting them ready with the skills needed to be successful in testing on the computer. Not only will the scholars be able to practice using the online assessment software tools including the equation editor for mathematics, aligned to their grade level, but the program also collects standard - aligned data for analysis and determining next steps in instruction and focused intervention and enrichment.

Over the last five years, NWP has expanded from a middle school to a K to 8 school. Beginning in 2023-2024, we will expand the instructional leadership of the school to include an additional Principal. We will transition from one Principal for K to 8 to two Principals. One principal will oversee the K-5 instructional program, and the other will oversee 6 to 8. In this model, both principals will work together to address the growth of our school and provide smaller learning communities to support our staff and scholars to improve instruction and learning for our scholars.

As the school continues to grow, teacher leaders are identified as Co - Vertical Team Leaders, serving as a point person for the content area. This year, co - vertical team leaders have been

identified for Math K-4 and Math 5- 8. These teacher leaders work collaboratively with administration, the Eureka Math PD Provider, and Math Consultant providing additional support to teachers with content and instructional strategies, while also providing their expertise in the content area.

In order to support the use of school wide and classroom assessments as well as data driven instruction, during the 2023 - 2024 school year, a new position for the Assistant Principal of Data and Assessment was established as well as the Coordinator of School Wide Data and Assessments. These roles will ensure data is accurately collected with the oversight of alignment to the standards. The team will also present data in a way that allows teachers to use it and immediately implement interventions and enrichment to students. The addition of these two data focused roles will support the school and staff in monitoring scholar's academic achievement.

In addition, the Coordinator of Academic Interventions was restructured. This position allows for improved organization and oversight of the academic intervention programs such as Afterschool All Stars, Saturday Enrichment Academy, and Skills Readiness. The Coordinator of Academic Interventions works closely with the Assistant Principal of Data and Assessment as well as the Coordinator of School Wide Data and Assessment to identify the targeted intervention group based on data as well as monitor the progress of scholars in the intervention programs, making adjustments to their intervention group as needed throughout the year.

GOAL 3: SCIENCE

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

BACKGROUND

The 2022-2023 school year marked the fifth year the school implemented the Amplify program in 5 - 8, the third year the school implemented it in K - 2, and the second year in 3rd grade and for the first time in 4th grade, the newest grade level. We selected and continue to implement 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.

In addition, NWP continues to offer 8th grade scholars the opportunity to also take the High School Regents course, Living Environment, for the fifth year. The curriculum implemented in the Living Environment course is aligned to New Visions, which allows for scholars to explore the standards through the use of engaging hands-on lessons and experience multiple science labs to deepen their understanding. Scholars in the Living Environment enrichment course also take 8th grade Science.

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 and Math (Grades K - 5), and ELA, Math, and Science (Grades 6 - 8). During the 2022-2023 school year, the program took place in person for all grades. The program was held from 9am – 12pm on approximately two Saturdays per month. Students in the SEA program are chosen based on their iReady Diagnostic Performance. 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.

- 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. Skills Readiness is offered to an identified group of students in all grade levels K - 8 for three hours, three days a week. During Mid-Winter Break and 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 and are determined based on the data collected through classroom and school wide assessments.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2022-2023 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 thirteen 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in the late Spring of 2023. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
4			
8	103	33	32.04%
All	103	33	32.04%

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8	103	33	32.04%	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

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SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Overall, 32% of NWP students achieved proficiency on the 2022-23 8th Grade Science Exam. Thus, the school fell short of its goal of having 75% by 43%.

ADDITIONAL CONTEXT AND EVIDENCE

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2017 - 2018	Living Environment	21	19	91%
8	2018 - 2019	Living Environment	11	11	100%
8	2020 - 2021	Living Environment	8	8	100%
8	2021 - 2022	Living Environment	24	16	67%
8	2022 - 2023	Living Environment	19	19	100%

The above table reports data from the Living Environment regents exams for the last 5 years that was administered to a group of scholars in addition to them taking the 8th grade Science Exam.

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 2023-24 school year, the school will be using The Amplify NGSS Benchmark Assessments in grades 3-8 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. In addition, assessment trackers will be created for each unit that will align data collection of daily monitoring of data.

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 last year, 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.

A new assessment program, DataMate - Student Assessment and Management by Educational Vistas was purchased to support the transition to Computer Based testing. This assessment

management, development, and delivery system will allow for scholars to be administered online assessments mirroring the New York State Questar Platform, getting them ready with the skills needed to be successful in testing on the computer. Not only will the scholars be able to practice using the online assessment software tools including the technology enhanced Science questions, aligned to their grade level, but the program also collects standard - aligned data for analysis and determining next steps in instruction and focused intervention and enrichment.

Over the last five years, NWP has expanded from a middle school to a K to 8 school. Beginning in 2023-2024, we will expand the instructional leadership of the school to include an additional Principal. We will transition from one Principal for K to 8 to two Principals. One principal will oversee the K-5 instructional program, and the other will oversee 6 to 8. In this model, both principals will work together to address the growth of our school and provide smaller learning communities to support our staff and scholars to improve instruction and learning for our scholars.

As the school continues to grow, teacher leaders are identified as Co - Vertical Team Leaders, serving as a point person for the content area. This year, co - vertical team leaders have been identified for Math K-4 and Math 5- 8. These teacher leaders work collaboratively with administration, the Eureka Math PD Provider, and Math Consultant providing additional support to teachers with content and instructional strategies, while also providing their expertise in the content area.

In order to support the use of school wide and classroom assessments as well as data driven instruction, during the 2023 - 2024 school year, a new position for the Assistant Principal of Data and Assessment was established as well as the Coordinator of School Wide Data and Assessments. These roles will ensure data is accurately collected with the oversight of alignment to the standards. The team will also present data in a way that allows teachers to use it and immediately implement interventions and enrichment to students. The addition of these two data focused roles will support the school and staff in monitoring scholar's academic achievement.

In addition, the Coordinator of Academic Interventions was restructured. This position allows for improved organization and oversight of the academic intervention programs such as Afterschool All Stars, Saturday Enrichment Academy, and Skills Readiness. The Coordinator of Academic Interventions works closely with the Assistant Principal of Data and Assessment as well as the Coordinator of School Wide Data and Assessment to identify the targeted intervention group based on data as well as monitor the progress of scholars in the intervention programs, making adjustments to their intervention group as needed throughout the year.

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GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good
2021-22	Good
2022-23	LSI

ADDITIONAL CONTEXT AND EVIDENCE

RESULTS AND EVALUATION

The school met the measure of being in Good Standing for the 2022-2023 school year.

ADDITIONAL EVIDENCE

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

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