# New World Preparatory Charter School

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 14th, 2024

By Eugene Foley

355 Morningstar Road
Staten Island, New York 10303
718-706-8990

# 2023-24 Accountability Plan Progress Report

| 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 |
| 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 (6-8) since 2015.**

**Ms. Nicole Johnson has served as the Principal (K-5) since 2023.**

# 2023-24 Accountability Plan Progress Report

## SCHOOL OVERVIEW

New World Preparatory Charter School ("NWP") continues to provide 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 the importance, and understand the connection between what they are learning and its relevance to their lives 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 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 25 students in a class.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 109 | 0 | 0 | 00 | 0 | 736 |
| 2023-24 | 65 | 81 | 80 | 74 | 68 | 67 | 126 | 119 | 125 | 0 | 0 | 0 | 0 | 805 |

## 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.

For the 2023 - 2024 school year NWP introduced the *myView* curriculum (Savvas Learning Company) to be used as the ELA curriculum for kindergarten through 6th Grade. The *myView* literacy new edition is a proven model that is grounded in the science of reading and writing proven to boost student achievement. The factors that impacted the choice of this curriculum was that myView contained daily

explicit foundational skills instruction, evidence-based reading and writing instruction, engaging literature and storytelling, diagnostic tools that bolster differentiation, ample practice for skills mastery, a clear path to building knowledge, and use of  Espanol.

In the *myView* curriculum, the daily explicit and systematic *foundational skills instruction* focuses on phonological awareness, phonics, and word study which are the basic building blocks of reading.  There is a consistent five-day routine in *vocabulary and comprehension instruction* which allows teachers to dive deeply into high-quality literature and for making lasting learning connections.  Built into the curriculum is *small group time*, which allows the teachers to differentiate and reinforce skills taught in whole group lessons, allowing for closing any learning gaps. With *myView Literacy*, lessons are pre-planned to meet varying *differentiation needs*.

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 also their analytical thinking abilities so as to become better readers, writers, speakers, and thinkers who are well-prepared to meet the needs of higher education and the workforce. The Writing Revolution Research supports high-order and critical thinking skills.  The Writing Revolution strategies are used across the curriculum in all content areas.

The third component of the English Language Arts Program is the Literacy Block Program in grades 5-8, the 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.

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), and 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.

During the 2023-2024 school year Kindergarten and 1st grade continued to make use of 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 cumulatively 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.

For Kindergarten through 5$^{th}$ grade, NWP continued its use of 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 2023-2024 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 a 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 demonstrated 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 2023-2024 school year, the program returned to in-person instruction for all grade levels. The program was held from 9 am – 12 pm 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 student's progress is closely monitored and communicated between Title 1 and ELA classroom teachers. During the 2023 - 2024 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 recommendations. 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 2023 - 2024 school year, all ELL/MLL students received one period of academic instruction and support through the school's literacy block program. The teachers also pushed into ELA/Social Studies 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/push-in program where they were able to provide additional instruction to supplement the ELA Curriculum.

**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 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 scholars to build their stamina on a longer assessment, using past state exam-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 the next steps in instruction.

- 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 allows the students to apply previously taught TWR skills to their writing. This assessment is used to determine areas of focus in the 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 that 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 are 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**

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 2:00 PM 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 myview'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.

- 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 Director of Data and Assessments . 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 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 provide time, space, and place to brainstorm opportunities for cross-curricular instruction as well.

- Vertical Team Meetings

For the 2023 - 2024 school year, Vertical Team leaders were identified for grades 6 - 8. These leaders met with the 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 curriculum with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provide 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 2023 - 2024 school year, Grade Level leaders were identified on each grade level. These leaders met with the 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 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 2023-2024 school year there was one site visit 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-2 and 3 to 8 course or the Advancing Thinking Through Writing 1 course.

Two teachers participated in the teacher-intensive training and two in the teacher-leader-intensive training to build capacity in the building. The teacher-intensive training is a workshop intended for teachers who have demonstrated exemplary TWR planning and instruction. This year they supported the school-wide implementation of TWR. From their training, they were able to support their colleagues with TWR planning and instruction, use writing assessments to monitor implementation progress, and inform school-wide pacing.

- 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 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

**ELA Measure 1 - Absolute**

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

| 2023 - 2024 State English Language Arts Exam<br>Number of Students tested and Not Tested | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
| | | Absent | Refusal | ELL/IE | Admin | Medically | Other | |

| | | | | P | Error | Excused | Reason | |
|---|---|---|---|---|---|---|---|---|
| 3 | 75 | | | | | | | 75 |
| 4 | 68 | | | | | | | 68 |
| 5 | 63 | | | | 2 | | | 65 |
| 6 | 123 | | | | 1 | | | 124 |
| 7 | 116 | | | | | | | 116 |
| 8 | 123 | | | | | | | 123 |
| All | 568 | | | | 3 | | | 571 |

Performance on 2023-24 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 | 75 | 35 | 46.67% | 55 | 28 | 50.91% |
| 4 | 68 | 36 | 52.94% | 46 | 31 | 67.39% |
| 5 | 63 | 22 | 34.92% | 44 | 15 | 34.09% |
| 6 | 123 | 26 | 21.14% | 42 | 10 | 23.81% |
| 7 | 116 | 49 | 42.24% | 111 | 48 | 43.24% |
| 8 | 123 | 70 | 56.91% | 122 | 70 | 57.38% |
| All | 568 | 238 | 41.90% | 420 | 202 | 48.10% |

**ELA Measure 2 - Absolute**

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

[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.

percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2023-24 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|---|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 19.0 | 32.9 | 31.4 | 16.7 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PI | = | 32.9 | + | 31.4 | + | 16.7 | = | 81 |
| | | | | 31.4 | + | 16.7 | = | 48.1 |
| | | | | | + | (.5)*16.7 | = | 8.35 |
| | | | | | | PI | = | 137.45 |

## RESULTS AND EVALUATION

Based on the 2023-2024 State English Language Arts Exam results, New World Prep exceeded the Measure of Interim Progress with a Performance Index of 137.45. New World Prep exceeded the Measure of Interim Progress by 24.45. The eighth 8th 25.2% scholars achieved Level 4, 25.2%, the highest of any grade level, demonstrating the benefits of long-term enrollment at New World Prep.

**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.[3]

2023-24 State English Language Arts Exam

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

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

## 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 | 50.91% | 55 | 54.0% | 3746 |
| 4 | 67.39% | 46 | 60.5% | 3873 |
| 5 | 34.09% | 44 | 50.6% | 3836 |
| 6 | 23.81% | 42 | 51.2% | 3874 |
| 7 | 43.24% | 111 | 60.1% | 3892 |
| 8 | 57.38% | 122 | 58.7% | 3479 |
| All | 48.10% | 420 | 55.8% | 22700 |

**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 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

## 2022-23 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|---|---|---|---|---|
| | | Actual | Predicted | |
| 3 | 91.5 | 448 | 438.2 | 0.94 |
| 4 | 91.5 | 453 | 441.2 | 1.16 |
| 5 | 94.5 | 434 | 439.2 | -0.56 |
| 6 | 93.4 | 441 | 438.7 | 0.26 |
| 7 | 94.7 | 448 | 442.0 | 0.69 |

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|---|---|---|---|---|
| | | Actual | Predicted | |
| 8 | 94.5 | 454 | 446.0 | 0.86 |
| All | 93.7 | 446.7 | 441.2 | 0.58 |

**ELA Measure 5 - Growth**

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

### METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|---|---|---|
| | School | Target |
| 4 | N/A | 50.0 |
| 5 | N/A | 50.0 |
| 6 | N/A | 50.0 |
| 7 | N/A | 50.0 |
| 8 | N/A | 50.0 |
| All | N/A | 50.0 |

### ELA INTERNAL EXAM RESULTS

During 2023-24, 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.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

| 2023 - 2024 iReady 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% | 571 | 119% | 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% | 259 | 132% | 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** | 112% | 130 | 137% | YES |
| 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% | 421 | 49% | NO |

## Summary of the ELA Goal

Based on the iReady ELA End of Year Assessment Data, throughout the 2023 - 2024 year, the School met Measures 1, 2, and 3 exceeding the targets for all students' Annual percent Growth by 19%, for Low Initial Achievers by 22%, and Students with Disabilities by 25%. It is evident that all subgroups made growth throughout the 2023 - 2024 school year, although the one target, measure 4, was not met.

# 2023-24 Accountability Plan Progress Report

| 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. | **Yes** |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | **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. | **Yes** |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. | **N/A** |

## Evaluation of ELA Goal

Based on the 2023 - 2024 State English Language Arts Exam results, New World Prep met two of the four applicable measures - one absolute measure and one comparative measure. New World Prep's aggregate PI exceeded the state's MIP by 24.45. New World Prep exceeded its predicted level of performance by an effect size of 0.58, nearly double the state's benchmark of 0.3, when controlling for economically disadvantaged students.

The data collected from the State English Language Arts Exam did not meet the Absolute target that states, "Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8." New World Prep fell short of this target by 26.9% since 48.1% of scholars enrolled in at least their second year performed at proficiency.

New World Prep did not meet the Comparative target that states "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." New World Prep fell short of this measure by 7.7%, though the 4th-grade cohort had a higher level of proficiency than district students.

### Additional Context and Evidence

Although the ELA Goal for scholar proficiency on the New York State ELA Exam was not met during the 2023 - 2024 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, except the 8th 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** | 159% | 75 |
| **4th Grade** | 165% | 68 |
| **5th Grade** | 135% | 65 |
| **6th Grade** | 140% | 124 |
| **7th Grade** | 116% | 116 |
| **8th Grade** | 0% | 123 |
| **All Scholars 3 - 8** | 119% | 571 |

| iReady Reading Progress to Annual Growth (Median) Diagnostic 2 to Diagnostic 3 Comparison By Grade Level | | | | |
|---|---|---|---|---|
| | **Diagnostic 2** | **Number of Scholars** | **Diagnostic 3** | **Number of Scholars** |
| **3rd Grade** | 119% | 74 | 159% | 75 |
| **4th Grade** | 136% | 68 | 165% | 68 |
| **5th Grade** | 68% | 64 | 135% | 65 |
| **6th Grade** | 8% | 123 | 140% | 124 |
| **7th Grade** | 100% | 117 | 116% | 116 |
| **8th Grade** | 77% | 124 | 0% | 123 |
| **All Scholars 3 - 8** | 85% | 570 | 119% | 571 |

During the 2023 - 2024 school year, scholars were administered the iReady Reading Diagnostic three times throughout the year. Based on the Reading Progress to Annual Growth Percent (Median), scholars

in grades 3 - 8 made more than a half of year's 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 19%. To note, all grade levels made more than a full year's worth of growth except 8th grade.

| iReady Reading Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 20 / 2020 - 21 / 2021 - 22 / 2022 - 23 / 2023 - 24 | | | | | |
|---|---|---|---|---|---|
| | **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** | **Median Percent of Annual Typical Growth 2023 - 24** |
| **3rd Grade** | | | 150% | 172% | 159% |
| **4th Grade** | | | | 193% | 165% |
| **5th Grade** | 163% | 113% | 154% | 115% | 135% |
| **6th Grade** | 175% | 47% | 147% | 86% | 140% |
| **7th Grade** | 106% | 100% | 200% | 115% | 116% |
| **8th Grade** | 177% | 62% | 200% | 117% | 0% |
| **All** | **155%** | **81%** | **170%** | **133%** | **119%** |

In comparing the median annual growth percent for 2023 - 2024 to the years 2019 - 2020, 2020 - 2021, 2021 - 2022, and 2022 - 2023 it is evident that with the use of continuous daily in-person instruction, scholars 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 outperformed the annual typical growth made in all of the years.

| iReady Reading Progress to Annual Growth (Median) Diagnostic 2 compared to Diagnostic 3 by Subgroup Grades 3 - 8 | | | | |
|---|---|---|---|---|
| | **Diagnostic 2** | **Number of Scholars** | **Diagnostic 3** | **Number of Scholars** |
| **3rd Gen Ed** | 127% | 49 | 162% | 50 |
| **3rd SPED** | 88% | 21 | 138% | 21 |
| **3rd ELL** | 132% | 9 | 223% | 9 |
| **3rd SPED / ELL** | 132% | 5 | 264% | 5 |
| | | | | |
| **4th Gen Ed** | 135% | 44 | 150% | 44 |

| | | | | |
|---|---|---|---|---|
| **4th SPED** | 160% | 21 | 185% | 21 |
| **4th ELL** | 94% | 8 | 175% | 8 |
| **4th SPED / ELL** | 30% | 4 | 189% | 4 |
| | | | | |
| **5th Gen Ed** | 73% | 39 | 145% | 40 |
| **5th SPED** | 50% | 18 | 120% | 18 |
| **5th ELL** | 73% | 14 | 120% | 14 |
| **5th SPED / ELL** | 81% | 7 | 119% | 7 |
| | | | | |
| **6th Gen Ed** | 0% | 65 | 108% | 65 |
| **6th SPED Only** | 63% | 30 | 133% | 31 |
| **6th ELL** | 69% | 36 | 189% | 37 |
| **6th SPED / ELL** | 121% | 8 | 164% | 9 |
| | | | | |
| **7th Gen Ed** | 108% | 81 | 106% | 80 |
| **7th SPED Only** | 62% | 26 | 162% | 26 |
| **7th ELL** | 112% | 19 | 129% | 19 |
| **7th SPED / ELL** | 129% | 9 | 165% | 9 |
| | | | | |
| **8th Gen Ed** | 59% | 74 | 0% | 74 |
| **8th SPED Only** | 81% | 42 | 0% | 42 |
| **8th ELL** | 75% | 20 | 0% | 19 |
| **8th SPED / ELL** | 33% | 13 | 0% | 13 |

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, except 8th Grade. Of the 24 subgroups, 18 of them made more than a year's worth of growth (greater than 100%) in reading throughout the 2023 - 2024 school year. 3rd Grade ELL / MLL and 3rd Grade SPED / ELL subgroups made more than 2 year's worth of growth.

### ELA Action Plan

During the 2024 - 25 school year, the focus will be to ensure a continuous rigorous alignment to the Next Generation Standards for Grades K through 8th.

# 2023-24 Accountability plan progress report

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 2024-25 school year that will strengthen our ELA program. We will also offer additional programs in order to support our students' ELA growth as outlined below.

NWP was implemented for the first time during the 2023-2024 School Year in the ELA Program myView for K to 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. We will continue with myview for the 204-2025 school year.

For the 2024-2025 school year, we will be implementing the myPerpestive curriculum from Savvas Learning Company for our 6th Grade. This is the middle school curriculum continuation of our elementary program myView. Building on its highly successful, evidence-based approach that improves student outcomes, *myPerspectives* © 2025 for grades 6-12 offers greater opportunities for increased student engagement, enhanced options for differentiated teaching, and more reading and writing support to help every student achieve their potential. MyPerspective makes use of relevant and diverse tests and media which allows the students to see themselves reflected in the stories and develop their voice as they build knowledge. A built-in gradual-release instructional model promotes ownership of learning, collaboration, and student independence.

Our teachers will receive additional training than in previous years to ensure teachers can continue to increase their effectiveness in implementing the myView and myperspective curriculums throughout the school year. Professional Development will be provided during the two weeks of pre-service before the school year begins as well as throughout the school year. Increased classroom visits and support will be provided through the coaching offered through myView and myPerspetive curriculums. The focus of these classroom visits is to provide feedback to teachers on their implementation of the program as well as to assist teachers in ensuring proper instructional differentiation to meet the needs of all students, particularly our ELL/Mll and special education students.

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 the reading of nonfiction texts.

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 the assessment date.

# 2023-24 Accountability plan progress report

During the 2024-2025 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 cumulatively 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 that 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 its 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 continue to utilize Learning A - Z's Raz - Plus, which is a targeted reading program designed to align to the scholar's 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.

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 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 2024-25 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 2024-25 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 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. A 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 2024-25 school year NWP will be implementing for K to 6 a pilot Mastery Program. The K-6 Mastery Program is an innovative in-school initiative designed to provide targeted enrichment and academic support for all students. Students are grouped based on their particular academic needs ranging from intervention or enrichment. One period per day is specifically allocating a scholar to participate in the Mastery Program.

The focus will be either to provide an advanced learning opportunity or by reinforcing prerequisite skills for ELA and Math. Three days of the week will be dedicated to ELA and the other two days for Math. The following week Math will have three days and ELA will have two days for ELA. Every 6 to 9 weeks student progress will be assessed and when proficiency has been achieved the students will be assigned to other groups to work on other skills development. The Coordinator of Interventions will oversee this program and will support the staff in its implementation.

The program leverages the expertise of all grade-level instructors, including general education teachers, the ELL (English Language Learner) teacher, and the Intervention teacher, to provide comprehensive academic support using a tutorial approach and strategies. By delivering enrichment/intervention in this way, we seek to meet students where they are and provide a comprehensive support system that addresses their varied academic needs, fostering a learning environment where every student can achieve their full potential.

The Mastery Program will replace our present Literacy Block for the 5th and 6th Grades. The Literacy Block program will continue for Grades 7 and 9 which allows scholars 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), and 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.

With the introduction of the myView during the 2023-24 school year for K-5 and Perspective for 6th grade for its first year during the 2024-205 school year, more alignment will take place between the ELA curriculum and 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.

Research indicates that the traditional approach to curriculum is not meeting the needs of those students who are considered economically disadvantaged. “In light of this deeply concerning research, Insight Humanities™ aims to close this knowledge gap through an integrated reading, writing, and history curriculum that uses rich studies of historical content and high-quality literature and project work to build students' content knowledge over time. The Insight Humanities™ program further reflects three core tenets of culturally responsive teaching and learning that have been found to effectively support diverse learners — (1) academic achievement, (2) cultural competence, and (3) sociopolitical consciousness3 — so that this knowledge-based approach better serves racially and linguistically diverse learners.”(chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://laviniagroup.org/wp-content/uploads/2021/02/Insight-Humanities-Research-and-Evidence-Based-Design-Elements-and-Practices_Literacy.pdf) Throughout the 2024-205 school year NWP will begin reviewing our overall curriculum to as better develop a more integrated approach to our school's curriculum with a starting point with our particular ELA and Social Studies curriculum.

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 scholars in grades K - 4 to receive additional support from their teachers and teacher assistants after school. 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.

With the transition to computer-based testing, the school will be moving all school-wide assessments to be computer-based. This will allow 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 the next steps in instruction by identifying the focus standards that need review/reteaching.

DataMate - Student Assessment and Management by Educational Vistas was implemented during the 2023-24 school. 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.

The school continues to identify, teacher leaders as Co - Vertical Team Leaders, serving as a point person for the content area. These teacher leaders work collaboratively with the administration, providing additional support to teachers with content and instructional strategies, and providing their expertise in the content area.

To support the middle school instructional staff the new position of Director of Curriculum and Instruction has been created. This individual is responsible for overseeing the development and implementation of NWP middle school educational programs. This position will assist the teachers in aligning the NWP curricula with current standards. In addition, this position will develop and implement the school's professional development plan among teachers, review lesson plans, and track student progress. Most importantly this position will take a lead in the review of our curriculum and the consideration of a more Humanities approach.

Lastly, the school is working with United Activities Unlimited Community Based Organization (UAU) to enhance the school K-8 SEL program. Building upon NWPS's present SEL programs of the 4 R's curriculum from Morningside Center K-5) and the Ruler Program from Yale University (6-8) United Activities Unlimited will integrate the PAX and Positive Action SEL Programs. The PAX Good Behavior Game and Positive Action are evidence-based programs that have been shown to improve behavior, mental health, and reading and math achievement. The elementary school will utilize the PAX program beginning in September of 2024. UAU will support the PAX program through professional development throughout the school year as well as multiple classroom visits.

The Middle school will begin the planning phase and training for the implementation of the Positive Action Program. Positive Action is a whole-school reform strategy designed to improve social-emotional and achievement outcomes by building school climate, self-control, goal-setting, problem-solving, persistence, and other skills. Students learn these skills through structured discussions and activities, games, and role plays. Teachers receive detailed manuals and materials to support the lessons per year. Parents also receive handbooks that parallel the school lessons. Positive Action lessons teach numerous academic objectives that align with contemporary academic standards. Independent analysis indicates a high level of alignment with the English Language Arts Standards for 6 to 12 Grades.

## 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 proficiency. 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.

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. The Eureka Math$^2$ curriculum was implemented for its second year during the 2023-2024 school year 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 a 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 with 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 with data on student achievement within modules and Module Assessments assess student learning of larger units. Eureka Math$^2$ helps teachers 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 connecting lessons to real-world math, students stay engaged in the learning.

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 with 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 with 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 2023-2024 school year, the program took place in person for all grades. The program was held from 9 am – 12 pm 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 developing 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 allow for the space needed for scholars to receive individualized support when completing their homework so they can be successful in their classes.

- Algebra All Stars

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 small groups with their Algebra teacher, receiving targeted standards-based instruction after school for one hour, once a week.

**Assessments**

- Math iReady Diagnostic

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

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

NYS Next Gen Math 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 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. 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 lessons. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and the 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 scholars to build their stamina on a longer assessment, using past state exam-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.

- 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, how far they can count, as high as they can (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**

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 2:00 PM 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 before 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 the 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, and 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 the 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 Director of Data and Assessment and/or the Coordinator of Testing 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 provide 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 2023-2024 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with the administration weekly to review school-wide goals and plan 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 provide 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 2023-2024 school year, Grade Level leaders were identified on each grade level. These leaders met with the 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.

2023-24 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 | 74 | 1 | | | | | | | 75 |
| 4 | 68 | | | | | | | | 68 |
| 5 | 64 | | | | 1 | | | | 65 |
| 6 | 122 | | | | 2 | | | | 124 |
| 7 | 116 | | | | | | | | 116 |
| 8 | 123 | | | | | | | | 123 |
| All | 567 | 1 | | | 3 | | | | 571 |

Performance on 2023-24 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 | 74 | 47 | 63.50% | 54 | 38 | 70.40% |
| 4 | 68 | 36 | 52.90% | 46 | 29 | 63.00% |
| 5 | 64 | 13 | 20.30% | 43 | 9 | 20.90% |
| 6 | 122 | 33 | 27.00% | 41 | 12 | 29.30% |
| 7 | 116 | 54 | 46.60% | 111 | 53 | 47.70% |
| 8 | 123 | 57 | 46.30% | 122 | 57 | 46.70% |

| | | | | | | |
|---|---|---|---|---|---|---|
| All | 567 | 240 | 42.30% | 417 | 198 | 47.50% |

**Math Measure 2 - Absolute**

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

### Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of 115.3. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|---|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 24.7 | 27.8 | 31.9 | 15.6 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PI | = | 27.8 | + | 31.9 | + | 15.6 | = | 75.3 |
| | | | | 31.9 | + | 15.6 | = | 47.5 |
| | | | | | + | (.5)*15.6 | = | 7.8 |
| | | | | | | PI | = | 130.6 |

### Results and evaluation

Based on the 2023-2024 State Mathematics Exam results, New World Prep exceeded the Measure of Interim Progress with a Performance Index of 130.6. New World Prep exceeded the Measure of Interim Progress by 15.3. 20.7% of 7th grade scholars and 22.8% of 8th-grade scholars achieved Level 4, the highest two grade levels, demonstrating the benefits of long-term enrollment at New World Prep.

**Math Measure 3 - Comparative**

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

### METHOD

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

2023-24 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 | 70.40% | 54 | 62.8% | 3826 |
| 4 | 63.00% | 46 | 67.1% | 3955 |
| 5 | 20.90% | 43 | 57.2% | 3814 |
| 6 | 29.30% | 41 | 55.6% | 3826 |
| 7 | 47.70% | 111 | 67.3% | 3815 |
| 8 | 46.70% | 122 | 52.1% | 2484 |
| All | 47.50% | 417 | 60.9% | 21720 |

**Math Measure 4 - Comparative**

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[6]

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|---|---|---|---|---|
| | | Actual | Predicted | |
| 3 | 91.5 | 449 | 443.7 | 0.36 |
| 4 | 91.5 | 451 | 442.6 | 0.59 |
| 5 | 94.5 | 442 | 439.3 | 0.21 |
| 6 | 93.4 | 435 | 440 | -0.40 |
| 7 | 94.7 | 447 | 442.6 | 0.38 |
| 8 | 94.5 | 452 | 437.8 | 0.86 |
| All | 93.7 | 445.3 | 440.8 | 0.30 |

**Math Measure 5 - Growth**

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

### METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[7]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|---|---|---|
| | School | Target |
| 4 | N/A | 50.0 |
| 5 | N/A | 50.0 |
| 6 | N/A | 50.0 |
| 7 | N/A | 50.0 |
| 8 | N/A | 50.0 |
| All | N/A | 50.0 |

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

### Mathematics Internal Exam Results

During 2023-24, 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.

| 2023 - 2024 iReady Math 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% | 569 | 121% | 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% | 201 | 115% | 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** | 132% | 203 | 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% | 420 | 50% | NO |

Based on the iReady Mathematics End of Year Assessment Data, throughout the 2023 - 2024 year, the School met Measures 1 and 2 exceeding the targets for all student's Annual percent Growth by 21% and for Low Initial Achievers by 5%. and Students with Disabilities by 25%. It is evident that all subgroups made growth throughout the 2023 - 2024 school year, although two targets, measures 3 and 4, were not 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. | **Yes** |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | **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** |
| 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

Based on the 2023 - 2024 State Mathematics Exam results, New World Prep met two of the four applicable measures - one absolute measure and one comparative measure. New World Prep's aggregate PI exceeded the state's MIP by 15.3. New World Prep exceeded its predicted level of performance by an effect size of 0.3, equalling the state's benchmark of 0.3, when controlling for economically disadvantaged students.

The data collected from the State Mathematics Exam did not meet the Absolute target that states, "Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8." New World Prep fell short of this target by 27.5% since 47.5% of scholars enrolled in at least their second year performed at proficiency.

New World Prep did not meet the Comparative target that states "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." New World Prep fell short of this measure by 13.4%, though the 3rd-grade cohort had a higher level of proficiency than district students. The growth measure was not applicable as the state did not provide Growth Model data for the 2023 - 2024 exam.

### Additional Context and Evidence

Although the Math Goals for scholar proficiency on the New York State Math Exam were not met during the 2023 - 2024 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 the 6th Grade, based on their diagnostic performance.

| iReady Math Progress to Annual Growth (Median) By Grade Level | | |
|---|---|---|
| | **Diagnostic 3** | **Number of Scholars** |
| **3rd Grade** | 104% | 75 |
| **4th Grade** | 128% | 68 |
| **5th Grade** | 110% | 65 |
| **6th Grade** | 93% | 122 |
| **7th Grade** | 115% | 116 |
| **8th Grade** | 175% | 123 |
| **All Scholars 3 - 8** | 121% | 569 |

| iReady Math Progress to Annual Growth (Median) Diagnostic 2 to Diagnostic 3 Comparison By Grade Level | | | | |
|---|---|---|---|---|
| | **Diagnostic 2** | **Number of Scholars** | **Diagnostic 3** | **Number of Scholars** |
| **3rd Grade** | 69% | 74 | 104% | 75 |
| **4th Grade** | 65% | 68 | 128% | 68 |
| **5th Grade** | 47% | 62 | 110% | 65 |
| **6th Grade** | 52% | 124 | 93% | 122 |
| **7th Grade** | 66% | 116 | 115% | 116 |
| **8th Grade** | 78% | 121 | 175% | 123 |
| **All Scholars 3 - 8** | 63% | 565 | 121% | 569 |

During the 2023 - 2024 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 year's worth of growth by the second diagnostic exam by 13% and more than a full year’s worth of growth based on the data collected from Diagnostic 3 by 21%. To note, all scholars made more than a full year’s worth of growth with the exception of 6th grade, falling short by only 7%, in which 81 scholars were in their first year at NWP, out of the 124 scholars.

| iReady Math Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 20 / 2020 - 21 / 2021 - 22 / 2022 - 23 / 2023 - 24 | | | | | | |
|---|---|---|---|---|---|---|
| | **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 2021 - 22** | **Median Percent of Annual Typical Growth 2022 - 23** | **Median Percent of Annual Typical Growth 2023 - 24** |
| **3rd Grade** | | | 106% | 106% | 98% | 104% |
| **4th Grade** | | | | | 113% | 128% |
| **5th Grade** | 163% | 113% | 132% | 132% | 144% | 110% |
| **6th Grade** | 175% | 47% | 147% | 147% | 93% | 93% |
| **7th Grade** | 106% | 100% | 123% | 123% | 144% | 115% |
| **8th Grade** | 177% | 62% | 133% | 133% | 179% | 175% |
| **All** | **165%** | **80%** | **128.2%** | **128.2%** | **129%** | **121%** |

In comparing the median annual growth percent for 2023 - 2024 to the years 2019 - 2020, 2020 - 2021, 2021 - 2022, and 2022 - 2023 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.

| iReady Math Progress to Annual Growth (Median) Diagnostic 2 compared to Diagnostic 3 by Subgroup Grades 3 - 8 | | | | |
|---|---|---|---|---|
| | **Diagnostic 2** | **Number of Scholars** | **Diagnostic 3** | **Number of Scholars** |
| **3rd Gen Ed** | 69% | 49 | 104% | 50 |
| **3rd SPED Only** | 54% | 21 | 88% | 21 |
| **3rd ELL** | 89% | 9 | 135% | 9 |
| **3rd SPED / ELL** | 89% | 5 | 135% | 5 |
| | | | | |
| **4th Gen Ed** | 65% | 44 | 124% | 44 |
| **4th SPED Only** | 65% | 21 | 148% | 21 |
| **4th ELL** | 70% | 8 | 161% | 8 |
| **4th SPED / ELL** | 78% | 4 | 161% | 4 |
| | | | | |

| | | | | |
|---|---|---|---|---|
| **5th Gen Ed** | 56% | 38 | 110% | 40 |
| **5th SPED Only** | 6% | 17 | 102% | 18 |
| **5th ELL** | 6% | 13 | 134% | 14 |
| **5th SPED / ELL** | 22% | 6 | 128% | 4 |
| | | | | |
| **6th Gen Ed** | 86% | 65 | 107% | 65 |
| **6th SPED Only** | 21% | 31 | 60% | 31 |
| **6th ELL** | 29% | 37 | 67% | 37 |
| **6th SPED / ELL** | 7% | 9 | 60% | 9 |
| | | | | |
| **7th Gen Ed** | 48% | 80 | 146% | 80 |
| **7th SPED Only** | 104% | 26 | 77% | 26 |
| **7th ELL** | 92% | 19 | 62% | 19 |
| **7th SPED / ELL** | 92% | 9 | 38% | 9 |
| | | | | |
| **8th Gen Ed** | 130% | 73 | 200% | 74 |
| **8th SPED Only** | 8% | 41 | 111% | 42 |
| **8th ELL** | 0% | 19 | 120% | 19 |
| **8th SPED / ELL** | 8% | 13 | 17% | 13 |

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, 16 of them made more than a year's worth of growth (greater than 100%) in mathematics throughout the 2023 - 2024 school year. With the exception of 2 groups (7th and 8th Grade SPED / ELL) the remaining groups made more than half a year's worth of growth (greater than 50%).

| **Algebra 1 Regents** | | | | | |
|---|---|---|---|---|---|
| **Grade** | **Year** | **Regents Exam** | **Number Tested** | **Number Passing** | **Percent Passing** |
| 8 | 2017 - 2018 | Algebra 1 | 29 | 29 | 100% |
| 8 | 2018 - 2019 | Algebra 1 | 28 | 28 | 100% |
| 8 | 2019 - 2020 | Algebra 1 | | | |
| 8 | 2020 - 2021 | Algebra 1 | 13 | 13 | 100% |

| | | | | | |
|---|---|---|---|---|---|
| 8 | 2021 - 2022 | Algebra 1 | 28 | 28 | 100% |
| 8 | 2022 - 2023 | Algebra 1 | 24 | 24 | 100% |
| 8 | 2023 - 2024 | Algebra 1 | 28 | 28 | 100% |

It is evident that the Scholars who took the Algebra 1 Regents continue to achieve a pass rate of 100%, for the 6th year.

### Mathematics Action Plan

During the 2023 - 2024 School year, NWP continued the implementation of the Eureka Math$^2$ curriculum. 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 curriculum, during the 2024 - 2025 school year, NWP will continue to provide increased Progressional development for teachers, both during the Pre-Service as well as throughout the year with side-by-side coaching days.

For the 2024 - 2025 school year, having already implemented Eureka Math$^2$ for a second year, returning teachers, Math Vertical Team Leaders, and Math Consultant have a fuller experience and understanding of the curriculum and the digital software component. 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, second, or third 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 allow 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.

For the 2024-25 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. 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 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**.**

The newly implemented assessment program, DataMate - Student Assessment and Management by Educational Vistas was purchased to support the transition to computer-based testing during the 2023-24 school year. We will continue to use this assessment management, development, and delivery system for the 2024-2025 school which will allow scholars to continue being 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.

During the 2024-25 school year NWP will be implementing for K to 6 a pilot Mastery Program. The K-6 Mastery Program is an innovative in-school initiative designed to provide targeted enrichment and academic support for all students. Students are grouped based on their particular academic need for intervention or enrichment. One period per day is specifically allocated for either enrichment or intervention activities. The focus will be either to provide an advanced learning opportunity or by reinforcing prerequisite skills for ELA and Math. Three days of the week will be dedicated to ELA and the other two days for Math. The following week Math will have three days and ELA will have two days for ELA. Every 6 to 9 weeks student progress will be assessed and when proficiency has been achieved the students will be assigned to other groups to work on other skills development. The Coordinator of Interventions will oversee this program and will support the staff in its implementation.

The program leverages the expertise of all grade-level instructors, including general education teachers, the ELL (English Language Learner) teacher, and the Intervention teacher, to provide comprehensive academic support using a tutorial approach and strategies. By delivering enrichment/intervention in this way, we seek to meet students where they are and provide a comprehensive support system that addresses their varied academic needs, fostering a learning environment where every student can achieve their full potential.

In order to support the middle school instructional staff the new position of Director of Curriculum and Instruction has been created. This individual is responsible for overseeing the development and implementation of NWP middle school educational programs. This position will assist the teachers in aligning the NWP curricula with current standards. In addition, this position will develop and implement the school's professional development plan among teachers, review lesson plans, and track student progress.

Over the past six years, NWP has had a 100% pass rate for the Algebra I Regents. For the 2024-2025 school year NWP will expand the number of sections offered for the Algebra I Regents. In the past, there was only one section of Algebra I. Beginning with the 7th grade there will be two sections of pre-algebra which will lead to two sections of the 8th grade taking algebra during the 2025-2026 school year. Our

data has been consistent that our students demonstrate a high level of proficiency in the Algebra I Regents. Providing additional Scholars the opportunity to move on to high school with the Algebra regents completed will open the doors for them to take higher levels of Math during their high school experience.

Lastly, the school is working with United Activities Unlimited Community Based Organization (UAU) to enhance the school K-8 SEL program. Building upon NWPS's present SEL programs of the 4 R's curriculum from Morningside Center K-5) and the Ruler Program from Yale University (6-8) United Activities Unlimited will integrate the PAX and Positive Action SEL Programs. The PAX Good Behavior Game and Positive Action are evidence-based programs that have been shown to improve behavior, mental health, and *reading and math achievement.* The elementary school will utilize the PAX program beginning in September of 2024. UAU will support the PAX program through professional development throughout the school year as well as multiple classroom visits.

The Middle school will begin the planning phase and training for the implementation of the Positive Action Program. Positive Action is a whole-school reform strategy designed to improve social-emotional and achievement outcomes by building school climate, self-control, goal-setting, problem-solving, persistence, and other skills. Students learn these skills through structured discussions and activities, games, and role plays. Teachers receive detailed manuals and materials to support the lessons per year. Parents also receive handbooks that parallel the school lessons. Positive Action lessons teach numerous academic objectives that align with contemporary academic standards. Independent analysis indicates a high level of alignment with the English Language Arts Standards for 6 to 12 Grades.

## GOAL 3: SCIENCE

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

### BACKGROUND

The 2023-24 school year is the sixth year the school implemented the Amplify program in 5 - 8, the fourth year the school implemented it in K - 2, the third year in 3rd grade, and the second year in 4th grade. 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 the 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 align with the New York City Department of Education Science Scope and Sequence. It allows 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 8$^{th}$-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 with New Visions, allowing 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 2023-2024 school year, the program took place in person for all grades. The program was held from 9 am – 12 pm 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 developing 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.

**Assessments**

- NYS Grade 8 Science Written Interim Assessment

The Standards-aligned assessment is given to all 8$^{th}$-grade students in the springtime of 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 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. The data collected was analyzed by the 8$^{th}$-grade science team during the Scholar Achievement Meetings and the next steps were determined for instruction.

- NYS Grade 8 Science Performance Interim Assessment

The Standards-aligned assessment is given to all 8$^{th}$-grade students in the springtime of 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 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. The data collected was analyzed by the 8th-grade science team during the Scholar Achievement Meetings and the next steps were determined for instruction.

**Professional Development**

To provide NWP's staff with the support necessary to achieve high levels of student proficiency the school continued its Professional Development program. On Wednesdays of each week, the student schedule ends at 2:00 PM 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 2023-2024 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, and data analysis was included on the coach's agenda.

### ELEMENTARY AND MIDDLE SCIENCE

**Science Measure 1 - Absolute**

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 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 |
| 5 | 44 | 8 | 18.18% |
| 8 | 122 | 46 | 37.7% |
| All | 166 | 54 | 32.53% |

**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.

2023-24 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 |
| 5 | 44 | 8 | 18.18% | N/A | N/A | N/A |
| 8 | 122 | 46 | 37.7% | N/A | N/A | N/A |
| All | 166 | 54 | 32.53% | N/A | N/A | N/A |

### Summary of the Elementary/Middle Science Goal

The goal can not be evaluated because district data has not been made available.

| 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, 32.5% of New World Prep scholars achieved proficiency on the 2023 - 2024 State Science Exam. Thus, the school fell short of its goal by 42.5%. 8th grade scholars achieved proficiency at a significantly higher rate, demonstrating the benefit of long term enrollment at NWP.

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 | 2021-22 | Living Environment | 24 | 16 | 66.67% |
| 8 | 2022-23 | Living Environment | 19 | 19 | 100% |
| 8 | 2023-24 | Living Environment | 26 | 25 | 96.15% |

## 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 with 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, mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

During the 2024-25 school year, the school will expand its use of 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. For the 2024-2025 school, additional class time has been provided to those students in the Living Environment Class.

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 being 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 developing organizational skills to help them academically. The lessons taught are aligned with the Next Generation Standards. In addition, the Science All-Stars program is designed to provide a targeted group of scholars with additional Science support from 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 the next steps in instruction and focused intervention and enrichment.

For the 2024-205 school year NWP has built into the school's schedule additional class time for those Scholars enrolled in the Living Environment Class. This additional time provides additional time for the students to engage in hands-on experiences through additional lab time.

During the 2024-2025 school year, a review of the science curriculum will be reviewed in order to plan for creating a curriculum that allows for a greater number of scholars to participate in the Living Science: Biology course and to be ready to sit for the Regent exam.

## GOAL 4: ESSA

**ESSA Measure 1**

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations

for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

| Year | Status |
|---|---|
| 2021-22 | LSI |
| 2022-23 | LSI |
| 2023-24 | LSI |

### Additional Context and Evidence

New World Prep met the measure of being in Good Standing/LSI for the 2023 - 2024 school year. NWP has been in good standing in each of the last three school years.