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# STOREFRONT ACADEMY CHARTER SCHOOLS HARLEM

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2021-22 Accountability Progress Report on behalf of the Board of Trustees for Storefront Academy Charter Schools Harlem:

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- Taleema Chesney, Principal
- Matthew Tiwary, Director of Technology

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**Taleema Chesney has served as the Founding Principal of Storefront Academy Charter Schools Harlem since SY2019-20.**

## SCHOOL OVERVIEW

### SCHOOL MISSION AND STATISTICS

The mission of SACS is to provide children of varied academic strengths a quality education option that, prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members SACS instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. SACS's vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and shape the daily practice of students and staff:

- Honesty: Tell the truth (no matter the consequences) and approach everything with integrity;
- Respect: Do not judge others. Be kind and considerate and do not touch others' property;
- Responsibility: Be prepared (e.g., do one's homework, report to class on time, etc.) and do not blame others for one's actions;
- Concern for Others: Help others in need (academically or emotionally), make everyone feel accepted and included and practice selfless behavior;
- Diligence: Work hard all of the time (e.g., read at home each evening, put forth one's best effort in class consistently); and
- Persevere: Push oneself to success despite difficulties and challenges.

Storefront Academy Charter Schools (SACS) Harlem opened in 2019. During SY2021-22, our school served 71 students in grades K-3. Most SACS students live in neighborhoods surrounding the school building. SACS serves mostly economically disadvantaged students (95%). In addition, 30% have disabilities and 2% are English language learners (ELLs).

### KEY DESIGN ELEMENTS

SACS was founded upon four key design elements that drive our academic program and school culture. SACS leadership is expected to support teaching staff in their implementation of these key design elements. Similarly, instructional staff are expected to tailor instruction, professional goals and development, and school culture to the following key design elements:

1. Collaborative Learning: Students learn best when they are challenged to discuss, debate, and form conclusions and opinions with others similar and different from themselves. SACS's collaborative learning activities are comprised of "turn and talk", gradual release group ("you do"), group projects, and group presentations (reciprocal teaching).
2. Student-led Integrated Studies during which students are challenged to discuss, debate, and form conclusions and opinions. Student-led integrated studies occur during the humanities and STEM blocks. Students design and conduct their own experiments, projects, and research to arrive at solutions or conclusions. Students demonstrate content knowledge and skills through the development of their own evidence-based conclusions. To facilitate this work, SACS uses the Lavinia Group's [Insight Humanities curriculum](#). Lavinia's *Insight* curriculum is multicultural, multidisciplinary, and integrates reading, writing, and social studies. *Insight* units

are thematically based using an inquiry approach stemming from an essential question. Insight Humanities content is integrated into the [reading](#) and English language arts curricula.

Instruction centers on read-alouds, student-led discourse, and collaborative projects. SACS entered into a three-year partnership with the [Lavinia Group team](#) to provide ongoing professional development for instructional staff and accelerate student learning, achievement, and growth in response to learning loss experienced due to the COVID-19 pandemic. For science, SACS uses the [Mystery Science](#) curriculum and a [STEM toolkit](#) to guide student explorations. STEM topics also are integrated into the school's [math curriculum](#).

3. [Self-Exploration and Self-Awareness](#): Self-awareness is critical to student learning. Knowing what frustrates and motivates students helps them to self-regulate and/or seek support in learning to perform their best throughout the day. SACS uses the [Yale Center for Emotional Intelligence's RULER program](#) to support the development of students' emotional intelligence. In autumn of SY2022-23, SACS will adopt the [AVID Elementary Curriculum](#) for students in grades K-3. The AVID Elementary program integrates social and emotional learning with academics. AVID's instructional framework prioritizes writing, inquiry, collaboration, organization, and rigor (WICOR).
4. [Creative Courses \(Doing and Making\)](#): Students are most engaged when they can make things with their hands and voices, and experience topics through the arts. At SACS, all students engage in experiential learning and self-expression through weekly music and visual arts classes. Content and instruction for these lessons are aligned to the [NYS Learning Standards](#) and the NYC Blueprints for Teaching and Learning in [Music](#) and the [Visual Arts](#). These lessons also are aligned to *Insight Humanities* thematic units to deepen students' appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning.

Currently, the music program is primarily choral based, however, prior to COVID 19, many students received violin and recorder lessons. In visual arts classes students use multiple media to experience various techniques and styles in the creation of original pieces. Students collaboratively explore, create, discuss, share, and reflect upon a range of music and visual art forms. The music and visual arts teachers use rubrics and written feedback to assess students' creative processes and products. Student creations in music include jingles, raps, and melodies to support spoken word. In the visual arts students produce watercolor pieces, mixed media masks, puppets, collages, and sculptures from recycled materials.

5. [The Einstein Program Partnership](#): In summer 2022, SACS entered into a partnership with the Einstein Program, a privately funded, New York-based organization that provides free tutoring and mentoring to underserved students. The Einstein Program provides students with individualized learning opportunities based on their completion of the Einstein Learning Inventory which provides insights on their learning styles and interests. Once completed students receive targeted tutoring in one-on-one and small group formats. Tutoring is combined with mentoring to help students build confidence. Einstein tutors are certified teachers who provide support in reading, math, and science. During SY2022-23, . In SY2022-23, SACS will expand this partnership to include two Einstein tutors who will provide on-site services to augment our school's intervention programs. SACS students also will be invited to participate in one-to-one tutoring sessions online as part of extended programming.

6. Expansive Arts Program: [Harlem School of The Arts](#) faculty provide onsite dance instruction during our extended day program. Harlem School of the Arts is a community centered program with a 50 year history of empowering youth to find and use their voices through arts exploration. More than 85% of participating students are African American or Latino and nearly 50% taking performing arts classes at our facility receive financial assistance. This expansive arts program is supported in part by the SACS Board of Trustees.

In addition, SACS has partnered with a world renowned performing arts program that includes a curriculum and instructional framework that prioritizes collaboration, creativity, rigorous thinking, and artistic excellence in alignment with SACS's key design elements. Beginning in SY2022-23, the first year of this expansive arts program partnership will focus on enhancing our choral music program. In years two and three, the program will increase our arts offerings to include instrumental music lessons. This partnership also includes access to a digital repository of educational resources structured around masterful musical performances. Lastly, SACS music teachers will receive ongoing professional development and coaching through this partnership.

### THE COVID-19 PANDEMIC AND CHALLENGES EXPERIENCED

Storefront Academy Charter Schools (SACS) Harlem entered its current charter period six months after the COVID-19 global pandemic changed 21<sup>st</sup> century life as we knew it in post-industrialized nations. Businesses, retail outlets, and schools shut down and normal everyday goods became scarce due to global supply chain challenges brought about by the pandemic. Pandemic challenges unique to SACS included:

- Families in shelters were moved around the city to alleviate the opportunity for virus transmission.
- A number of our students lost their parents, grandparents, aunts, and uncles to the virus.
- **Our enrollment dropped from 73 to 71 significantly reducing our revenues.**

Throughout all of this, SACS kept its doors open – though remotely during facility closures. Despite these challenges our school maintained its mission, vision, and its design. In fact, we became surprisingly good at providing arts classes, crafts and makers activities, and physical education remotely! Thursday evenings were devoted to our own version of “The Geek Squad” where parents and students could ask staff questions about our digital learning platform or simple hardware questions. In addition, our student support staff continued to offer student and family counseling during and after-school hours.

Most of the student and family supports SACS offered during the COVID-19 pandemic were always a part of our school culture and programming and include:

1. A welcoming environment for students and an open door policy for parents. The legacy of our “stoop culture” begun during Storefront’s inception, where parents gather outside of the school each afternoon to meet and greet one another, and children are all brought down in front of the school for dismissal. During this time parents have access to all staff including administrators to meet and connect. We have examined the different means of communication to reach parents and have infused many different opportunities for parents to stay connected to the happenings within the school, including, but not limited to “one call” using the internet calling to reach out to families, Facebook, Instagram, and Classroom DoJo as well as Parent

Square. In SY2022-2023 we will roll out PowerSchool adding yet another way for parents to feel the most informed about their child’s school experience.

2. A full-time, on-site parent coordinator to support the needs of students and families. Such supports may include, but are not limited to, community connections to address hardship, social and emotional supports, or mental health referrals. Our parent coordinator also plans workshops for parents with regard to identified needs in the school community (e.g., school safety, behavior, and how to secure assistance if you suspect that your child has special needs). The parent coordinator also started a series of virtual cafes during which parents log on and share ideas and collaborate with one another on agreed upon topics. In addition, the parent coordinator helps attendance efforts by assisting families to overcome any barriers to student attendance.
3. Addressing home-related issues that impede student success through our family clinical social worker. She works during and after-school hours conducting counseling sessions with the child and their family to address any issues or concerns.
4. Community outreach performed by our designated advancement and community partnerships director. Her role is to ensure that the school, students, and staff engage in community service activities, and that the school creates symbiotic ongoing partnerships with colleges and other community agencies to secure opportunities for children and families.

### Lasting Changes

SACS continues to use its Google digital learning platform. We offer remote learning for our students who are ill or who have excused absences. The digital learning option helps to ensure students do not fall too far behind during an illness or other challenges that prevent them from being in our facility. It also enables teachers to assign targeted, personalized learning opportunities to individual students thereby providing more time to address their learning deficits.

For the near future, or at least until our enrollment increases, SACS must forego its co-teaching model and use our interventionists and other paraprofessionals to support our grades 3-5 classrooms. With fewer students enrolled, we believe this will have little negative impact on student performance – especially since teachers are receiving additional development and supports from the Lavinia Group (see below for more detail).

Speaking of the Lavinia Group, SACS began employing [Lavinia Guided Reading](#) (new since SY2021-22) for all students K-5. The guided reading process supports students’ sight reading, fluency, and expression; and helps them to determine meaning by identifying clues and queues from the text. Simultaneously, we began using [Lavinia Insight Humanities](#) (new since SY2021-22) – a multicultural, project-based, and integrated reading, writing, and social studies curriculum for all students K-5. The curriculum aims to improve literacy achievement by using content-driven literacy instruction such as read-alouds, writing, and project-based lessons. Lastly, we will use [Lavinia Math Stories](#) (new since SY2022-23) for all students, grades K-5 which provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich mathematical discourse. Early results based on the 2022 spring administration of the NWEA MAP (see document section entitled, “Supplemental Information” for more detail) suggest that these curricular and instructional additions, and embedded teacher development opportunities will have a positive impact on student achievement.

### Record of Improving Student Learning and Academic Achievement

SACS students experienced significant learning loss due to frequent facility closures. In response, the school had to pivot from face-to-face instruction to hybrid and/or remote teaching and learning. This, along with students' individual and familial trauma brought about by the COVID-19 pandemic, resulted in accumulated learning deficits – most especially in the foundational skills for reading and mathematics.

Accordingly, SACS leadership began making changes to the curriculum in SY2021-22 to provide more foundational skills. During the summer of 2022, network and school leaders set aside time to reflect on student and staff performance and challenges that occurred since the current charter period began July 1, 2020. Discussions centered on strategies to increase students' practice of foundational skills in reading and mathematics. As a result, we have identified and begun implementing the following solutions:

1. Curriculum: Tighten curriculum sequence and alignment to the NWEA MAP and NYS Assessments, and increase time focused on student learning deficits..
2. Instruction: Standardize lesson plan components and employ the Lavinia Group's teaching strategies.
3. Personalize Learning: Advance use of learning platforms (e.g., Exact Path) to personalize students' practice of reading and mathematics foundational skills.
4. Student Data and Use: Create a data-rich environment by establishing concrete procedures and strategies to collect, review, and use student data.
5. Professional Development: Improve and increase opportunities for instructional coaching with support from the Lavinia Group.

In an effort to provide more concentrated time for students to address their areas of academic growth, SACS has made the following additions to its instructional practice.

1. Standardized Lesson and Instructional Format: Teachers:
  - Begin their lessons with a "Do Now" activity.
  - Provide students with the lesson's learning objective or target.
  - Remind students of previous learning pertinent to the current lesson's learning objective through modeling and/or concrete examples.
  - Introduces or reintroduces the new concept or skill ("I do"). Teachers must present information and directions using multiple modalities including, but not limited to verbally and in writing.
  - Move to whole group practice ("we do").
  - Then onward to small group practice ("you all do it"). Teachers will use this opportunity to differentiate (or scaffold) content and instruction based on specific student groupings.
  - Students tackle the concept or skill independently ("you do it").
  - The lesson ends with an "Exit Ticket".

Throughout this process, teachers ask questions to check for understanding and determine whether a "reteach" of the lesson is needed or additional guided practice is necessary for the whole class or groups of students.

2. Lastly, in summer 2022, SACS began the process of establishing a teacher-in-residence program in collaboration with Teachers College, Columbia University. While still in the infancy stage, we believe this program will create a graduate student-to-teacher-to-teacher leader pipeline of

quality candidates immersed in the “Children’s Storefront” culture, climate, educational, arts, social, and emotional programming.

### EMPLOYING INNOVATIVE STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT

As mentioned above, SACS students experienced significant learning loss due to frequent facility closures, and remote/hybrid instruction and learning. This prompted network and site-based leadership to amend the curriculum in SY2021-22 to provide more foundational skills. In addition to the Lavinia Group curriculum and instructional strategies mentioned above, SACS will further its use of [Edmentum Exact Path](#) —a personalized reading and mathematics skill-building curriculum and assessment learning platform. By uploading MAP Growth assessment RIT scores, students receive an individualized learning pathway that matches their skills and learning needs. Lesson modules target one-to-four skills and include direct instruction, practice, and mastery quizzes. When students master their four assigned skills, they move onto a more comprehensive progress check assessment that updates their learning path.

Network and site-based leadership also realized the school needed a better set of operating procedures (SOPs) to frequently collect, manage, and use data to inform content and instruction. We believe this will tighten horizontal and vertical alignment of school curricula, pedagogies, and assessments. In summer 2022, leadership began to:

- Explore data platform options;
- Create data collection, management, and use procedures – a standardized SOP to include guidelines for curriculum content and instructional strategy amendments;
- Develop and implement professional development for all instructional, administrative, and support staff using student data.

Better data collection, management, and use will result in more timely data analysis. In turn, staff will be able to make more informed decisions about curriculum content and alignment, instructional strategies, and student supports. In addition, the school has added additional time (two days post-NWEA MAP test administrations) for instructional and support staff to analyze student performance data, amend curriculum content, and make pedagogical changes.

SACS teachers will continue to collaborate closely with the Lavinia Group. This includes use of Lavinia’s humanities and math curricula, and pedagogies that improve critical and analytical thinking and increase student agency.

In conclusion, we believe that the changes to our educational program listed above will benefit our students in the following ways:

- Lesson planning standardization will provide students with a predictable routine for learning new concepts.
- Tightening content alignment to the NWEA MAP and NYS Assessments will ensure students receive content and skills consistent with NYS Learning Standards.
- Additional time for teachers and instructional staff to conduct deep data dives will ensure that students’ learning deficits are more quickly identified and addressed through daily instructional practice.
- The instructional coaching provided by Lavinia Group will improve teaching and learning practices.



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- Increased accountability and fidelity for data use will ensure teachers use formative and summative assessments to drive lesson content and instructional practice.

In addition to in-person learning SACS offered several modes of digital instruction throughout the school year during facility closures and for students who were ill. This included:

### 1. Digital Instructional Tools and Practices

- Breakout Rooms: Our school used Zoom and [Google Classroom](#) digital learning platforms to create breakout rooms: A small group practice used to address learning targets. Breakout rooms were used for one-on-one teacher student sessions and small group sessions.
- Engaging Digital Content and Skills Presentations: Teachers used [Pear Deck](#) to create interactive presentations that allow students to work independently to respond to various questions throughout the deck. Pear deck makes learning engaging and enables teachers to more quickly determine whether students are grasping content and skills in real time.
- Class and Homework: Teachers used Google Classroom to post assignments, share announcements, ask questions, conduct online assessments, and grade student work.

### 2. Virtual Office Hours: We adjusted our daily schedule to create 30-60 minutes of teacher office hours using Zoom before, during, and after the school day.

- Individual or Small-Group Student Assistance: Office hours were designed for students to seek assistance with concepts and skills with which they struggle.
- Student and Family Support: Office hours also provided an opportunity for teachers to provide assistance to students and families in the use of the digital learning platforms.

## OTHER NOTABLE PROGRAMMATIC ADJUSTMENTS IN SY2021-22

SACS students, staff, and families have endured a considerable period of prolonged trauma attributed to the COVID-19 pandemic. We responded by offering virtual and other programs and services to support the economic, mental, and physical health of our key stakeholders. These programs and services included:

- Master Schedule Adjustments: Added 30 minutes during the school day for struggling learners. Students used the additional time to complete assigned work in the digital learning platform, Exact Path. This time block provided students with an opportunity to work towards mastery of targeted skills as determined by their individual learning paths.
- ClassDojo: Teachers used [ClassDojo](#) to communicate with families, post learning links, track behavior, provide SEL support, assign and collect projects, and to share big idea videos with families, share, and assign discussion questions and activities.
- Virtual Counseling: SACS student support team provided individual scholar, small student groups, and families with IEP-related services (speech and language) for students with disabilities. And RtI services.
- Tech Squad: To support families, teachers, and staff in the facilitation of teaching, learning, and support services, SACS created a [tech-focused professional learning community](#) (PLC). This PLC met with parents monthly on Zoom and bi-weekly internally, and focused on learning to use ClassDojo, Google Classroom, Exact Path, and other online family resources.

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- **Monthly Parent Check-Ins:** Facilitated outreach and communications. [During parent check-ins](#), parents interacted with staff and school leadership to share their frustrations and successes.

For these reasons, and despite remaining uncertainties regarding the COVID-19 virus, staff, students, and families valued the consistent direct support and communication that occurred throughout the academic year. Our school provided an open door policy for all students and families who required additional support in any capacity (such as food, shelter, mental health, etc.). In fact, to date, 90% of staff and 85% of students returned for SY2022-23..

### ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18														0
2018-19														0
2019-20	26	13												39
2020-21	22	22	18											62
2021-22	9	26	25	11										71

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

**SACS students will be proficient readers, writers, and speakers of the English language.**

#### BACKGROUND

##### Curriculum

SACS uses several curriculum resources for reading and English language arts (ELA). In addition to the Lavinia Group’s [Insight Humanities curriculum](#) mentioned above (see pp. 3-4 of this document), SACS uses Fountas & Pinnell [Leveled Literacy Intervention \(L.L.I\)](#) and [Wilson’s Foundations](#) to help students develop and master reading skills; and [newsela](#) to support language proficiency. When our facility was forced to close due to a surge in COVID-19 infection rates, students were able to access all ELA content digitally. SACS students take keyboarding and computer classes to facilitate regular use Chromebooks for writing and research projects.

##### Instruction

SACS operates as a multi-school professional learning community (PLC). SACS teachers engage in weekly common planning periods to review student data and integrate reading skills across the curriculum – particularly in the humanities core. As mentioned above, SACS entered into a three-year partnership with the [Lavinia Group team](#) in SY2020-21 to provide ongoing instructional staff professional development and accelerate student learning, achievement, and growth in response to learning loss experienced during the COVID-19 pandemic. The Lavinia Group also provides continuous instructional modeling and support to enhance student skills in reading and ELA.

All teaching staff participate in a three-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, teachers visit each other’s classrooms to learn how they might hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of best practices instruction across all grade levels. Lastly, teachers attend, and turnkey information and instructional tips gleaned from professional development workshops on new curricula, resources, and approaches to their peers.

## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in third through fifth grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

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breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	11	0	0	0	1	11
4						
5						
All	11	0	0	0	0	11

### RESULTS AND EVALUATION

**Goal unmet.** Similar to most public school across the country, SACS students experienced significant learning loss due to the lack of in-person schooling resulting from periodic facility closures in response to COVID-19 infection rate surges. SY2021-22 third graders attended Kindergarten and first grade during the COVID-19 pandemic. This cohort of third graders had the least physical contact with their teachers prior to entering the testing grade -- moreso than any third grade cohort in our country's history. Therefore, it would follow that fewer than 75 percent of students would achieve proficiency. Despite these challenges 43 percent of students did achieve proficiency on the New York State English Language Arts Exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	11	38%	8
4				
5				
6				
7				
8				
All	43%	11	38%	8

### ADDITIONAL EVIDENCE

#### Goal 1: Absolute Measure

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

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

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

### **Goal 1: Comparative Measure**

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

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

## ADDITIONAL EVIDENCE

### **Goal 1: Comparative Measure**

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

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

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

### **Goal 1: Growth Measure**

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

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

## INTERNAL EXAM RESULTS (NWEA MAP AND EXACT PATH)

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a compelling case for renewal. During SY2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP. SACS conducted three administrations of the NWEA MAP. SACS used the NWEA MAP to evaluate student growth and achievement, while Exact Path assessments were administered digitally to students based on their individual learning assets and deficits as defined by their learning paths.

### NWEA MAP

#### METHOD

SACS used the NWEA MAP reading and language usage assessments to measure students' performance growth. The assessment was administered three times during the academic year. Test

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windows occurred September-October and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred February-April serving as our school’s first post-test and growth benchmark. The last testing window occurred in May-June thereby measuring a full year of students’ performance growth. NWEA MAP performance data can be found in below in the “Results and Evaluation” section.

To determine whether SACS met its ELA goal, the school used the four measures outlined below. The school’s median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. With disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.<sup>2</sup>

### RESULTS AND EVALUATION:

2021-22 NWEA MAP [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	11	59	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	5	42	No

<sup>2</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>3</sup>	42	1	42	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>4</sup>	2+ students	75%	8	50%	No

### End of Year Performance on 2021-22 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>5</sup>	Number Tested	Percent Proficient	Number Tested
3	64%	11	50%	8
4				
5				
All	64%	11	50%	8

### End of Year Growth on 2021-22 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	59	11
4		
5		
All	59	11

<sup>3</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>4</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>5</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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**Goal Unmet.** SACS median growth percentile for all scholars, initial low achievers, and students with disabilities was 50, 25, and 16 for each student population, respectively. While, our school missed its student subgroup targets, the median growth percentile is higher than last year at 38, 12, and 14 per student subgroup, respectively. Similar to last year, initial low achievers and students with disabilities were particularly challenged in achieving their performance growth during SY2021-22.

In addition, less than 75 percent (45% slightly higher than SY2020-21 at 44.2 percent) of third through fifth grade students enrolled in at least their second year at the school met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

Despite these results, data suggests that the longer students remained enrolled at SACS, the higher their performance growth. For example, while the school fell short of its 75 percent proficiency target, 62 percent, 40 percent, and 49 percent of third, fourth, and fifth grade students enrolled at least two years, respectively, achieved proficiency on the NWEA MAP ELA assessments. Year-to-year proficiency rates of longer enrolled students were higher in SY2021-22 as compared to the same grade levels in SY2020-21 (e.g., 37.5 percent, 42.5 percent, and 50 percent), respectively.

We believe that aforementioned facility closures and reopenings, and family challenges associated with the COVID-19 pandemic that occurred during SY2021-22 negatively impacted SACS students' performance. Our subgroup populations especially, suffered tremendously from a reduced amount of physical connections with teachers and student support staff. In addition, our families themselves experienced disruptions in housing, they faced food insecurity, mental and physical health challenges, and unreliable internet connections. This resulted in inconsistent attendance and spotty engagement among some of our students.

We believe that the aforementioned challenges created less than ideal circumstances for attendance, engagement, and learning; and constitute the primary reason for SACS's inability to achieve its ELA goal.

### EXACT PATH

**Goal Unmet.** The second set of exams were comprised of multiple formative and summative ELA skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each students individual learning path and targeted each student's learning deficits.

2021-22 Exact Path [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments	All students	70%	10	60%	No



## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	5	100%	Yes
Measure 3: Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments	Students with disabilities <sup>6</sup>	60%	1	100%	Yes
Measure 4: Each year Individualized Targeted Skills Mastered Percent of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed 70%	2+ students	70%	8	63%	No

### Year Performance on 2021-22 Exact Path [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	92%	10	95%	8
4				
5				
All	92%	10	95%	8

SACS Exact Path results nearly mirror students' NWEA MAP performance. For example, while the school did not meet the four end-of-year measures, 72 percent, 44 percent, and 49 percent of all third, fourth, and fifth graders, respectively mastered their individualized learning path targeted skills by spring 2022.

<sup>6</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Unmet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Unmet
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, the school's median growth percentile on the NWEA MAP of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Unmet
Growth	Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments	Unmet

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

**Storefront Academy Charter Schools students will demonstrate understanding and application of mathematical computation and problem solving.**

#### BACKGROUND

##### Curriculum

SACS uses Savvas Learning Company’s [enVision Math](#) curriculum. Students engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. Also, envision Math includes an extensive digital content and skills component that SACS has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and ELLs. The digital component was particularly helpful during SY2021-22 during facility closures. The curriculum also provides guidance for teachers in prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

##### Instruction

SACS operates as a multi-school professional learning community (PLC). The education corporation has created a culture of collegialism and collaboration wherein educators work to ensure that instruction results in student learning. SACS’ teacher development programs and services are quite robust. For example, SACS teachers engage in weekly common planning periods. All teaching staff participate in a three-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of best practices instruction across all grade levels. Lastly, teachers attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers.

The school administered the New York State Testing Program Mathematics assessment to students in [3rd] through [5th] grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 5 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

### RESULTS AND EVALUATION

**Goal unmet.** Similar to most public school across the country, SACS students experienced significant learning loss due to the lack of in-person schooling resulting from periodic facility closures in response to COVID-19 infection rate surges. We attribute their lower proficiency rates to these disruptions.

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

Grade	Total Tested	Not Tested <sup>7</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	11	0	0	0	0	11
All	11	0	0	0	0	11

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50%	8	48%	45
All				

### Goal 2: Absolute Measure

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

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

### Goal 2: Comparative Measure

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

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

### Goal 2: Comparative Measure

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

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

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

### Goal 2: Growth Measure

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

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

## INTERNAL EXAM RESULTS

During SY2021-22, SACS primarily used two exams to assess student growth and achievement in mathematics: **NWEA MAP**. and Exact Path. SACS conducted three administrations of the NWEA MAP. SACS used the NWEA MAP to evaluate student growth and achievement, while Exact Path

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

assessments were administered digitally to students based on their individual learning assets and deficits as defined by their learning paths.

### NWEA MAP

#### METHOD

SACS used the NWEA MAP mathematics assessment to measure students' performance growth. The assessment was administered three times during the academic year. The first testing window occurred September-October and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred February- April serving as our school's first post-test and growth benchmark. The last testing window occurred May- June thereby measuring a full year of performance growth for students. The second set of exams were comprised of multiple formative and summative math skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each students individual learning path and targeted each student's learning deficits. Performance data from both assessments can be found in the "Results and Evaluation" section below.

To determine whether SACS met is mathematics goal, the school used the four measures outlined below. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. With disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.<sup>8</sup>

### RESULTS AND EVALUATION

2021-22 NWEA MAP [Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	11	55	Yes

<sup>8</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	7	55	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	55	1	55	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>10</sup>	2+ students	75%	8	75%	Yes

### End of Year Performance on 2021-22 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>11</sup>	Number Tested	Percent Proficient	Number Tested
3	82%	11	75%	8
4				
5				
All	82%	11	75%	8

<sup>9</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>10</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>11</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### End of Year Growth on 2021-22 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	55	11
4		
5		
All	55	11

**Goal Unmet.** SACS median growth percentile for all students, initial low achievers, and students with disabilities was 34, 28, and 17.5 for each student population, respectively. While our school did not meet the student subgroup targets, our third and fourth grade performance was nearly double that of SY2020-21. Similar to ELA performance, initial low achievers and students with disabilities were particularly challenged in achieving their performance growth during SY2021-22. Less than 75 percent of students enrolled in at least their second year at the school met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State Standards. Despite these results, while mixed, data suggests that the longer students remained enrolled at SACS, the higher their performance growth.

We believe that the aforementioned facility closures and reopenings, and family challenges associated with the COVID-19 pandemic negatively impacted SACS students' performance. Our subgroup populations especially, suffered tremendously from a reduced amount of physical connections with teachers and student support staff. In addition, our families themselves experienced disruptions in housing, they faced food insecurity, mental and physical health challenges, and unreliable internet connections during remote and hybrid learning that occurred during facility closures. This resulted in inconsistent attendance and spotty engagement among some of our students.

### EXACT PATH

#### 2021-22 Exact Path [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments	All students	70%	10	60%	No
Measure 2: Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	5	100%	Yes



## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
<b>Measure 3:</b> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments	Students with disabilities <sup>12</sup>	60%	1	100%	Yes
<b>Measure 4:</b> Each year Individualized Targeted Skills Mastered Percent of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed 70%	2+ students	70%	8	63%	No

### Year Performance on 2021-22 Exact Path [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	92%	10	95%	8
4				
5				
All	92%	10	95%	8

**Goal Unmet.** SACS Exact Path results nearly mirror students' NWEA MAP performance. For example, while the school did not meet the four end-of-year measures 51 percent, 66 percent, and 53 percent of all third, fourth, and fifth graders, respectively, mastered their individualized learning path targeted skills by spring 2022.

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

SACS did not meet its absolute measure for 75 percent of all tested students enrolled in at least their second year to achieve proficiency on the New York State Mathematics exam for grades 3-5. Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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.	Unmet

<sup>12</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, the school's median growth percentile on the NWEA MAP mathematics assessment for students grades 3-5 will be greater than 50.	Unmet

## GOAL 3: SCIENCE

### Goal 3: Science

**Each year, 75% of students who have attended storefront academy charter schools for at least two full school years will achieve a level 3 or 4 on the New York State Science Assessment**

#### BACKGROUND

SACS uses the [Adventures in Science curriculum](#) to facilitate learning in the sciences. Adventures in Science is [Next Generation Science Standards](#) (NGSS)-aligned for grades K-5. The curriculum's scope and sequence includes required science content and skills, and includes big ideas and key concepts, essential standards (NGSS), student activities, formative and summative assessments, and strategies for differentiation. We also use a [STEM toolkit](#) comprised of 18 exercises – virtual field trips, lectures, experiments, and videos – for grades K-5. These exercises are designed to help students apply the scientific method, understand the role of engineering in the sciences, develop and use models, plan and conduct investigations, make one's case based on evidence, etc. Together, SACS' *Adventures in Science* and *STEM toolkit* concepts include, but are not limited to properties of matter, weather and climate, patterns in space systems, forces and interactions, interdependent relationships in ecosystems, and more. The curriculum also integrates the concepts, principles, skills, and/or themes of ELA, mathematics, and social studies.

As noted throughout this document, our school delivered in-person, remote, and a hybrid approach instruction at different points during the school year. Teachers used scavenger hunts, recorded experiments, projects, and presentations to support student engagement and facilitate remote learning. To mitigate possible barriers to student participation in science exercises and experiences, scholars were provided experiment materials choices using items typically available in their homes. Teachers receive ongoing training and support for science instruction through our school's PLC model.

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

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

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	0	0
8	N/A	N/A
All	0%	0

## ADDITIONAL EVIDENCE

This measure is not applicable for SACS.

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

### Goal 3: Comparative Measure

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

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

### Goal 3: Comparative Measure

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

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

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

**Goal Met.** Greater than 75 percent (89 percent) of all tested students enrolled in at least their second year will performed at or above proficiency on the New York State science examination.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### BACKGROUND AND ACTION PLAN FOR ELA, MATHEMATICS, AND SCIENCE PERFORMANCE

Like most public schools, Storefront Academy Charter Schools Harlem has endured a tumultuous two and one-half school years since March 2020 and the onset of the COVID-19 virus in New York City. The global pandemic caused SACS to periodically close its facility during the late fall and early winter months in SY2021-22. During these facility closures, students engaged in remote and/or hybrid learning. See Table 1 below for a detailed overview of facility closures during SY2021-22.

#### OVERVIEW of School Facility Closures

**Table 1: School Facility Closures Overview**

<b>SCHOOL CLOSURES OVERVIEW</b>				
<b>DATE</b>	<b>KIND OF CLOSURE (class or schoolwide)</b>	<b>Duration</b>	<b>Grades/ Classrooms</b>	<b>Notes</b>
9/23/21	Class Closures (Grades K-2)	9/23/21 - 9/30/21	KA, 1A, 1B, 2A & 2B	Remote instruction during class closure. Back to in-person instruction on 10/1/21 (Case/Submit # 052029) - (Close Contacts Case/Submit # 52604)
11/16/21	Class Closure	11/17/21 - 11/19/21	2B	Remote instruction during class closure. Thanksgiving break 11/22 - 11/26/21. Back to in-person instruction on 11/29/21 (Case/Submit # 062913)
12/9/21	Class Closure	12/10/21 - 12/17/21	3B	Remote instruction during class closure. (Case/Submit # 070246)
12/9/21	Class Closure	12/13/21 - 12/17/21	5C	Remote instruction during class closure. (Case/Submit # 070677)
12/17/21	School Closure	12/20/2021 - 1/3/2022	All Classes/Staff	Christmas Break - Remote Instruction to begin on 1/4/22
1/10/22	School Closure	1/10/22 - 1/14/22	All Classes/Staff	Remote instruction during class closure. 1/17/22 (MLK Bday - No School/Work); 1/18/22 (PD - No School *PCR Testing Truck brought in for all staff and scholars*); Back to in-person instruction 1/19/22
1/20/21	Class Closure	1/21/22 & 1/24/22	5A	Remote instruction during class closure. Back to in-person instruction on 1/25/22
1/25/22	Class closure	1/26/22 - 2/2/22	2B	Remote Instruction during class closure. Back to in-person instruction on 2/3/22

overview of Student and Staff Absences

During the last two and one-half years, SACS students also endured the loss of extended instructional staff absences at a time when the COVID-10 pandemic exacerbated an extreme public educator exodus from the field. Moreover, our student enrollment numbers also decreased during this time from 331 to 277. Fewer enrolled students resulted in less revenue to implement teacher recruitment and retention strategies, and fewer funds to attract and hire new highly qualified staff. In fact, we had to forego our building substitute teacher. See Table 2 below for a detailed overview of teacher absences.

**Table 2: Overview of Teacher Absences**

Grade Taught	# Teachers Out Per Grade	Months Teachers Out	How was Teacher Replaced (e.g., sub, etc.)
K-2 Academic Interventionist	1	4 months	Not replaced
Grade 1	1	3 months	TA subbed
Grade 2	1	4 months	TA subbed
Grade 5	1	3.5 months (taught remotely)	Aide supported remote instruction
Grades 3-5 Academic Interventionist	1	8 months	Not replaced

The impact of these instructional staff absences are reflected and almost mirror grade level student performance on the NWEA MAP assessments – with grade five being the most impacted (see Table 3 below for a more detailed analysis of the NWEA MAP assessments).

While some SACS students flourished when our school pivoted to digital teaching and learning, too many faced insurmountable challenges including, but not limited to, unpredictable internet service, lack of a quiet space for learning, need for additional supports and more one-on-one time with their teachers, and so forth. In addition, our students experienced overwhelming grief in response to the loss of family members, friends, and school staff; and daily peer-to-peer socialization with their classmates. As a result, the average daily attendance rate dropped from 93% in fall 2019 to 83% by spring 2022. All of these challenges combined contributed to our students’ learning loss.

**Significant Changes in Student Demographics**

During the pandemic SACS experienced notable shifts in student demographics. For example, all testing grades experienced an increase in the number and percentage of students with disabilities and ELLs. This, at a time when the academic interventionist for these grade levels was absent and not replaced for eight months. We believe these two events had a profound negative impact on student performance.

## ACTION PLAN: STRATEGIES TO ADDRESS STUDENT LEARNING LOSS

The information provided throughout the ELA and mathematics sections above provide specific evidence of SACS students' learning loss since the COVID-19 pandemic began. This data prompted network and site-based leadership to realize the school needed a better standard of operating procedures (SOPs) to frequently collect, manage, and use data to inform content and instruction. We believe this will tighten horizontal and vertical alignment of school curricula, pedagogies, and assessments.

As a result, during summer 2022, staff began to:

- Receive training in and implement the Lavinia Group's humanities and mathematics curricula;
- Explore data platform options for selection;
- Create data collection, management, and use procedures – a standardized SOP to include guidelines for curriculum content and instructional strategy amendments based on real-time student performance data (e.g., NWEA MAP and Exact Path);
- Develop and implement professional development for all instructional, administrative, and support staff using student data.

We believe, better data collection, management, and use will result in more timely data analysis. In turn, staff will be able to make more informed decisions about curriculum content and alignment, instructional strategies, and student supports. In addition, the school has added more time in the school's annual calendar two days post-NWEA MAP test administrations for instructional and support staff to analyze student performance data, amend curriculum content, and make pedagogical changes.

SACS teachers will continue to collaborate closely with the Lavinia Group. This includes use of Lavinia's humanities and math curricula, and the employment of pedagogies that improve critical and analytical thinking and increase student agency. As mentioned earlier in this document, SACS began employing [Lavinia Guided Reading](#) (new since SY2021-22) for all students K-5. The guided reading process supports students' sight reading, fluency, and expression; and helps them to determine meaning by identifying clues and queues from the text. Simultaneously, we began using [Lavinia Insight Humanities](#) (new since SY2021-22) – a multicultural, project-based, and integrated reading, writing, and social studies curriculum for all students K-5. The curriculum aims to improve literacy achievement by using content-driven literacy instruction such as read-alouds, writing, and project-based lessons.

We're beginning to see slight improvement in students' reading and language arts performance, and attribute this to our use of the Lavinia Group's curricula and pedagogies. Given this, we will use Lavinia Math Stories (new since SY2022-23) for all students in grades K-5. The Math Stories curriculum provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich mathematical discourse. We believe the use of more relevant content will increase engagement which in turn, will improve students' mathematics performance.

Lastly, in summer 2022, SACS began the process of establishing a teacher-in-residence program in collaboration with Teachers College, Columbia University. While still in the infancy stage, we believe

this program will create a graduate student-to-teacher-to-teacher leader pipeline of quality candidates immersed in “Children’s Storefront” culture, climate, and educational, arts, social, and emotional programming.

We are confident that the aforementioned strategies will accelerate student learning without losing the SACS’ innovative school culture, positive home/school relationships and family supports, extensive arts programming, out-of-school experiential learning opportunities, and overall joyful learning environment.



## GOAL 4: ESSA

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

### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

### ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Not Available