Storefront Academy Harlem

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 Accountability Plan Progress Report

The Storefront Academy team members below prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

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Taleema Chesney has served as the principal of Storefront Academy Harlem since 2019.

SCHOOL OVERVIEW

The mission of Storefront Academy Charter Schools is to provide children of varied academic strengths a quality education 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, Storefront instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Storefront'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. Storefront Academy Harlem opened its doors August 2019 in the East Harlem community and began serving 39 children in grades Kindergarten and first grade, growing to serve 82 scholars in grades K-4 in SY 22-23.

The school has a large population of economically disadvantaged students (95%). In addition, 30% of our students have disabilities and 2% are English language learners (ELLs). We are intentional about providing support to assist with our learning community's needs, this ranges from our care closet, food outreach opportunities, and ensuring that all ELL's/SpEd scholars receive their mandated services.

As a learning community, we committed to live our theme: "Staying Anchored: Attendance, Academics and Attitude." Honoring the lasting impact of the Pandemic, we began to map noticed trends and brainstorm possible solutions. During the summer of 2023, we reflected on student and staff performance and challenges that occurred since the charter period began. Discussions centered on strategies to increase students' practice of foundational skills in reading and mathematics, which were impacted significantly by the combination of remote teaching and learning and students' individual and familial trauma.

Storefront Academy Harlem was founded on key design elements (KDEs) that drive our academic program and school culture. We support our staff to implement these KDEs throughout their daily work, and we expect our staff to tailor instruction, professional goals and development, and school culture to the four elements described below.

- **KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At our school, scholars are challenged first to learn and draw conclusions, and then to discuss, debate, and form opinions with others similar to and different from themselves. They design and conduct collaborative experiments, projects, and research to arrive at solutions or conclusions. Scholars demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of our scholar-led learning activities are "turn and talk", gradual release group ("you do"), group projects, and group presentations (reciprocal teaching).
- **KDE 2: Social-Emotional Learning (SEL):** Self-awareness is critical for scholars' readiness to learn. Knowing what frustrates and motivates scholars helps them to self-regulate and/or seek support in learning to perform their best throughout the day. We use the Yale Center for Emotional

Intelligence's RULER program and Mood Meter to support the development of scholars' emotional intelligence, along with the SEL curricula described further in the Executive Summary portion of our renewal application package.

- **KDE 3: Performing Arts:** Children engage when they can make things with their hands and voices, and experience concepts and learning through the arts. At Storefront Harlem, all scholars engage in experiential learning and self-expression through weekly music activities which are primarily choral-based. Scholars collaboratively explore, create, discuss, share, and reflect upon a range of music and forms. The music teacher uses rubrics and written feedback to assess creative processes and products. Musical creations include jingles, raps, and melodies to support spoken word. Content and instruction are aligned to the NYS Learning Standards and the NYC Blueprints for Teaching and Learning in Music. These lessons also are aligned to *Insight Humanities* thematic units to deepen scholars' appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning.
- **KDE 4: High-Quality, Sustainable Partnerships:** Partnerships enable Storefront to expand scholars' horizons. We know that strategic use of high-quality partnerships amplifies our ability to provide a dynamic academic program and school culture. Our partnerships enhance scholars' learning. We work with Einstein to improve reading and Harlem School of the Arts for dance.
    - The Einstein Program: In summer 2022, we entered into a partnership with the Einstein Program, a privately funded, New York-based organization that provides free tutoring and mentoring to underserved students. After completing the Einstein Learning Inventory to assess their learning styles and interests, Storefront Harlem scholars receive targeted tutoring support in reading from certified teachers in one-on-one and small groups. We expanded this partnership to include weekly tutoring sessions.
    - Harlem School of the Arts facilitates our extended day program. Harlem School of the Arts is a community-centered program with a 50-year history of empowering youth to find their voices through the arts. In SY 22-23, Storefront Harlem expanded our partnership with a weekly dance program for scholars in Grades 2-4.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2020-21	22	22	18				62
2021-22	9	26	25	11			71
2022-23	11	15	18	21	17		82

GOAL 1: ENGLISH LANGUAGE ARTS

Storefront Academy Harlem students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

Curriculum

Storefront Academy Harlem uses the Lavinia Group's Insight Humanities and Close Reading for Meaning, Wilson's Fundations, and additional daily strategic small group phonics. SACS Harlem supplements the additional phonics block with Sadlier Phonics, which provides explicit instruction, as well as practice of foundational skills, as well as RAZ-Plus.

- **Insight Humanities**: Lavinia's Insight Humanities is a multicultural, project-based curriculum that integrates reading, writing, and social studies. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions. The curriculum provides comprehensive overviews, writing exemplars, scripted daily lesson plans, project samples, book list, and suggested field trips to extend learning.
- **Close Reading for Meaning**: Lavinia's Close Reading method uses genre as a framework, to teach scholars how to use a variety of strategies to unpack complex texts that are at or above grade level. Teachers use carefully designed questions, to prepare scholars to attend to both the essential meaning and the author's craft. After engaging in a shared experience with their teacher, scholars are given the opportunity to apply this method to a new text, honing their ability to tackle any text independently with confidence.
- **Targeted Phonics:** In SY 2022-23, we launched an additional phonics block to ensure K-2 scholars had the opportunity to not only strengthen, but practice the following core foundational skills: phonemic awareness, alphabetic knowledge, decoding skills, sound-symbol correspondences, and manipulating and building words.

Instruction

In SY 2023-24 SACS Harlem has adopted the 5 E's of Learning (engage, explore, explain, extend, evaluate). Teachers launch mini lessons with animated, engaging, and relevant real world problems. Teachers model and engage guided practice through gradual release. They use "Do Nows," checks for understanding, and quick observations to gauge how and when to move scholars to independent practice. During independent or small group practice, teachers coach scholars around specific learning goals and anticipated misconceptions. Scholars' voices are amplified through Turn and Talks, Stop, Jot, Share, discourse, and group presentations.

Assessment

SACS Harlem administers the NWEA MAP and Fountas and Pinnell assessments at the beginning, middle, and end of the year. Harlem has also developed Interim Assessments given three times per year, which are called *Academic Challenges*. For scholars in grades 3-5, these interim assessments incorporate released state test questions. K-2 interim assessments focus on foundational skills. We also use data from Insight Humanities end of unit tests/projects, Close Reading scholar work study and progress

monitoring trackers, and Edmentum's Exact Path Skills Mastery reports to plan strategic small group instruction.

Professional Development

All teachers participate in a summer institute for professional development every August. In SY 2022-23, all teachers participated in Lavinia professional development workshops 101 or 201 Close Reading for Meaning, Insight Humanities, and Guided Reading. Our partnership with Lavina Group provides ongoing content-based workshops, as well as scheduled visits with a Senior Instructional Consultant.

Harlem instructional leaders maximized the half day schedule to lead Harlem Huddles in data dives, schoolwide initiatives, curriculum/instructional development, culture/climate, scholar engagement and mental health/Wellness.

Important Changes in ELA

Upon reviewing data, we noticed 45% of our third grade scholars were reading below grade level and struggling with foundational skills. We modified the master schedule to include an additional thirty-minute phonics block four days per week using the Sadlier Phonics Level C book. Specialists were assigned to grade levels to provide small group differentiated instruction.

We had a sense of urgency to accelerate learning while also bridging foundational gaps. This prompted the instructional leadership to utilize Exact Path differently than before. Previously, our focus had been ensuring scholars received the prescribed time on their learning paths. In SY 22-23, we shifted our practice and had teachers assign weekly priority and mastery skills. Making this shift allowed teachers to receive real-time data to inform instructional support and gave immediate results to scholars. We also purchased the following supplemental resources to support our various learners: Sadlier Phonics, Sadlier Vocabulary, and Sleuth Close Read.

In support of these changes, we engaged in various professional development opportunities and intellectual preparation, analyzing scholar work and using the data to strategically differentiate instruction. We prioritized student goal setting, coaching, feedback, and progress monitoring to help cultivate student independence and ownership of learning.

ELEMENTARY 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.

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL	IEP	Admin error	Medically excused	Other reason	
3	16	1	2[1]	0	2	0	0	0	19
4	15	0	0	0	0	0	1	0	16
All	31	2	2	0	0	0	0	0	35

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[2]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	16	5	31%	16	5	31%
4	15	9	60%	9	5	56%
All	31	14	45%	25	10	40%

ELA Measure 2 - Absolute

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

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

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

[1] The two refusals listed here were students with IEPs.
[2] 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.

[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. The NYSED announces the releases of these data here.

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	31%	16	34%	498
4	56%	9	35%	452
All	40%	25	34%	950

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.[4]

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4[5]		Effect Size
		Actual	Predicted	
3	100%	55%	28%	1.42
All	100%	55%	28%	1.42

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

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

ELA Measure 5 - Growth

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

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

ELA Internal Exam Results: NWEA MAP and Exact Path

During 2022-23, in addition to the New York State exams, the school primarily used the following assessments to measure student growth and achievement in ELA: NWEA MAP and Exact Path.

NWEA MAP

Method

Storefront Harlem used the NWEA MAP reading and language usage assessments to measure students' performance growth. The assessment was administered three times during the academic year. The first assessment window occurred August-September 2022 and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February 2023, 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 the "Results and Evaluation" section below.

To determine whether Storefront Harlem met its ELA goal, the school used the four measures outlined below.

1. The school's median growth percentile of third through fourth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. 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.
3. The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fourth 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.[6]

[6] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

End of Year Performance on 2022-23 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[7]	Number Tested	Percent Proficient	Number Tested
3	60%	20	61%	18
4	59%	17	70%	10
All	59%	37	64%	28

End of Year Growth on 2022-23 NWEA MAP ELA Assessment
By All Students

Grades	Percent of Growth Met	Number Tested
3	63%	19
4	47%	15
All	56%	34

Results and Evaluation:

2022-23 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 3rd through 8th 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	34	56	Met
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	15	73	Met

[7] 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.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	55	10	60	Met
Measure 4: Each year, 75% of 3rd through 8th 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.[8]	Students in at least their 2nd year at the school	75%	28	64%	Not Met

EXACT PATH

METHOD

The second set of assessments consisted of multiple formative and summative ELA skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each student's individual learning path and targeted each student's learning gaps. Exact Path's personalized learning creates students' paths to academic growth by using diagnostic data and age appropriate adaptive learning paths in math, reading, and language arts. Exact Path suggests scholars spend ninety minutes per week (30 min for each content area) working on their learning path. Harlem scholars received the prescribed ninety minutes during the instructional day.

To determine whether Storefront Harlem met its ELA Exact Path goal, the school used the four measures outlined below. Proficiency on these measures was determined by analyzing the number of skills each scholar mastered out of the number of skills assessed. The measures include:

1. 75% of third and fourth grade scholars will master at least 55% of their individual learning paths.
2. 70% of scholars classified as low achievers on their 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.
3. 70% of scholars 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.
4. Individualized Targeted Skills Mastered Percent of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed 70%.

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

End of Year Performance on 2022-23 ELA Exact Path 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	72%	20	72%	18
4	66%	16	70%	10
All	69%	36	71%	28

2022-23 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%	36	89%	Met
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%	12	83%	Met
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[9]	70%	10	61%	Not Met
Measure 4: Each year Individualized Targeted Skills Mastered Percent of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed 70%.	Students in at least their 2nd year at the school	70%	28	71%	Met

[9] 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 ELA Goal

75% of the NWEA MAP goals were met; however, we were 11 percentage points below the target that students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency.

75% of Exact Path Learning Path Skills Mastered goals were met; however, we were 9 percentage points below the target that 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
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.	Met
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 3rd through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Met
Growth	Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments	Met

Evaluation of ELA Goals

Storefront Academy Harlem met or exceeded 75% of our ELA targets for both NWEA MAP proficiency and Exact Path Learning Path skills mastered. For the NWEA MAP targets met, we exceeded each of the three by at least five percentage points (range: 5-18 percentage points). For the Exact Path targets met, we exceeded each of the three by at least one percentage point (range: 1-19 percentage points). On each assessment, the school did not meet one of our ELA targets. For NWEA MAP, we missed the target by 11 percentage points for students in at least their second year at our school meeting or exceeding the RIT score proficiency equivalent. For Exact Path, we missed the target by nine percentage points for students with disabilities mastering their individualized learning path at a rate equal to or greater than targeted skills mastered by all students. For the additional three ELA reported measures based on state test data, the school met two of those targets and did not meet the third. The school missed this target

by 35 percentage points, with a greater number of 4th graders in their second year at the school (56%) achieving proficiency than 3rd graders in their second year (31%.)

To further our understanding of progress for students in at least their second year at the school compared to all students, we turned to additional data sources. For third grade scholars, the differences were negligible, with one percentage point difference for NWEA MAP and no difference for Exact Path. For fourth graders, however, there is a clearer distinction, with those at the school for at least two years scoring 11 percentage points higher in NWEA MAP proficiency and four percentage points higher on Exact Path skills proficiency. Understanding the progress of scholars who have been at the school for two or more years will be a key area of our data focus in SY 23-24.

Additional Context and Evidence

Scholar Attendance: One of our first concerns was that 39% of scholars in grades 3-4 that have attended the school for two years or more were not meeting their projected RIT score (NWEA MAP Measure 4) or achieving proficiency on the state exam. As we analyzed the academic data, one of our first questions was whether students had attended school sufficiently to learn the content and skills being measured, so we examined our scholar attendance data. Third grade yearly attendance was 82% and fourth grade yearly attendance was 86%, both below our school goal of 95%. Chronic absenteeism correlates with reading difficulties which was further highlighted when reviewing the Fountas and Pinnell data, in which 45% of third grade scholars were reading below grade level and 29% of the fourth grade scholars were as well.

Scholars with Disabilities: Another concern is that 39% of scholars with disabilities are not mastering their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students (Exact Path Measure 3). We noticed that a common practice for using Exact Path may have impacted these scholars. During the W.I.N. block, teachers used Exact Path with the whole class to allow for small group instruction. As most of the class worked in their learning paths, teachers were able to meet with scholars with disabilities to provide Special Education services. While those were necessary supports, the method of providing them meant that these scholars did not have as much time to work on their learning paths during the academic day, which may have led to this measure being unmet.

Staffing Consistency: Fourth grade scholars did not have an official classroom teacher throughout the year, with core content taught by the principal (ELA) and assistant principal (Math). An assigned specialist provided full-day scholar assignment support. Efforts were made to hire a substitute teacher service that would provide consistent coverage; however, we faced challenges finding substitutes who could effectively teach the curriculum and manage classroom behaviors. In addition, our third grade scholars began the year with a classroom teacher, who went out on medical leave, never to return. The school interventionist was assigned to provide temporary support until a permanent teacher could be hired. In mid October we were able to secure a qualified teacher who remained with the class for the remainder of the year. These staffing changes may have affected scholar proficiency in state test and NWEA MAP data and scholar ability to master skills in the Exact Path platform.

ELA Action Plan

Scholar Attendance Action Steps: During SY 22-23, we began to incentivize scholar attendance with daily classroom incentives, a weekly school-wide "Fun Friday" block, and monthly Perfect Attendance awards and Class Dojo shout-outs. Understanding that most parents are not aware of the corrosive effects of absenteeism and how it can quickly add up to academic challenges, in SY 23-24, we will share monthly information about why attendance matters on Class Dojo, host workshops, parent information sessions, as well as, continue to incentivize attendance on the class and school-wide level.

Scholars with Disabilities Action Steps: This year our interventionist will be back in the capacity of providing Tier 2 or Tier 3 targeted/intensive instruction, using Exact Path and S.P.I.R.E as tools to support the work. An additional 110 minutes weekly of Exact Path time has been allotted, which is 20 more minutes than prescribed by Exact Path. In addition, in SY 23-24, we have begun to coach teachers in the following skills: (a) how to pull the various data points in Exact Path, (b) how to comprehend the story the data is telling, (c) how to plan forward based on the results. The better we are at collecting various data points, analyzing, and adjusting instruction accordingly, the higher chance of scholar success.

ELL Scholars Action Steps: Although this measure is focused on scholars with disabilities, it is also important to share our plans to support another group of scholars growing at Storefront Academy Harlem: our English Language Learners. We are excited to add a full time ELL specialist this year who will provide specific strategies to support these scholars' English language development using the following supports: Exact Path, Finish Line ELLs New York, curriculum differentiation, and resources from Colorín Colorado. These student support services will push-in during instruction, as well as pull individual/small groups.

Staffing Consistency Action Steps: In order to retain staff, at the school level, we will continue to (a) celebrate success, (b) partner in problem solving, (c) address scholar discipline issue(s), (d) ensure a supportive environment, and (e) provide quality professional development. On a network level, we will (a) identify the needs of the school, (b) develop a recruitment strategy, (c) create clear support for staff, and (d) begin interviewing earlier for new staff recruitment, right after spring break.

Action Steps to Mitigate ELA Learning Gaps: In addition to strategies described above, we have taken additional steps to accelerate ELA learning in SY 23-24.

- Added an additional 45 minute/week Intervention block facilitated by the school interventionist, using the Sadlier Vocabulary Workshop to build vocabulary with the goal of increasing reading comprehension.
- Adjusted the master schedule, adding an additional 30 min W.I.N (What I Need). Third and fourth grade Close Reading for Meaning will shift from whole group instruction to small group targeted instruction. Below grade level readers will engage in the previous grade level text/passages. The rationale is for scholars not to struggle with text difficulty, but to intentionally drill down to explicitly teach specific strategies to engage in the deeper meaning of the text, by

interpreting, inferring and using a variety of literacy strategies to gain a deeper understanding of what the author is trying to convey.

- Scholars will engage in 60 additional minutes working on Exact Path Learning Path (30 minutes for Reading Path and 30 minutes Language Path). Teachers will determine one priority skill and create one teacher assignment per week. Scholars will conference with teachers weekly to reflect on the learning goal, review work, receive feedback and actionable next steps.

GOAL 2: MATHEMATICS

Storefront Academy Harlem students will demonstrate understanding and application of mathematical computation and problem solving.

BACKGROUND

Curriculum

Storefront Academy Harlem 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 we have used to facilitate learning with 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 SY22-23 to provide visual support during instruction. 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.

In the 2022-23 school year, we supplemented enVision Math with Lavinia's Math for Meaning; this curriculum includes math story problems which require scholars to solve problems through hands-on learning that will increase achievement and confidence in mathematics.

Instruction

As described in the ELA section of this report, for SY 2023-24, SACS Harlem has adopted the 5 E's of Learning (engage, explore, explain, extend, evaluate). Teachers launch lessons with animated, engaging, and interactive resources to introduce them to new math topics, vocabulary, and strategies. Teachers model and engage guided practice through gradual release. They use "Do Nows", checks for understanding, and quick observations to gauge how and when to move scholars to independent practice. During independent or small group practice, teachers coach scholars around specific learning goals and anticipated misconceptions. Scholars' voices are amplified through Turn and Talks, discourse, and participation where they actually model and explain how they solved a problem to their class.

Assessment

SACS Harlem administers the NWEA MAP assessments at the beginning, middle, and end of the year and enVision Math grade level readiness tests in the beginning and end of the year. SACS Harlem also administers enVision Math Topic Tests and Benchmark Assessments throughout the year. We

incorporate data from Math Story Problems and Edmentum's Exact Path Skills Mastery reports to plan strategic small group instruction.

Professional Development

All teachers participate in a summer institute for professional development every August. In SY 2022-23, all teachers participated in a Lavinia Math for Meaning workshop. Teachers meet for weekly intellectual preps to discuss current lessons, misconceptions, excelling/struggling scholars, and supports needed. During these math preps, scholar work is also reviewed to identify trends, check for understanding, monitor progress, and help with instructional decisions to improve learning. Our partnership with Lavina Group provides ongoing content-based workshops, as well as scheduled visits with a Senior Instructional Consultant. Harlem instructional leaders maximized the half day schedule to lead Harlem Huddles in data dives, schoolwide initiatives, curriculum and instructional development, culture and climate, scholar engagement, and mental health/wellness.

ELEMENTARY MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL	IEP	Admin error	Medically excused	Other reason	
3	16	0	2[10]	0	2	1	0	0	19
4	16	0	0	0	0	0	0	0	16
All	32	0	2	0	2	1	0	0	35

Performance on 2022-23 State Mathematics Exam

[10] The two refusals are for students with IEPs.

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	16	4	25%	15	4	27%
4	16	8	50%	10	6	60%
Total	32	12	38%	25	10	40%

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

2022-23 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	27%	15	37%	510
4	60%	10	34%	462
All	40%	25	36%	972

Math Measure 4 - Comparative

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

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

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4		Effect Size
		Actual	Predicted	
3	100%	64%	28%	1.83
All	100%	64%	28%	1.83

Math Measure 5 - Growth

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

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

MATHEMATICS INTERNAL EXAM RESULTS: NWEA MAP AND EXACT PATH

During 2022-23, in addition to the New York State exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP and Exact Path. The school conducted three administrations of the NWEA MAP. We 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

Storefront Academy Harlem used the NWEA MAP mathematics assessment to measure students' projected learning and performance growth. The assessment was administered three times during the academic year. The first testing window occurred August-September and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February 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 tests consisted of multiple formative and summative math skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each student's 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 Storefront Academy Harlem met its mathematics goal, the school used the four measures outlined below.

1. The school's median growth percentile of third through fourth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. 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.
3. The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fourth 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.

RESULTS AND EVALUATION

End of Year Performance on 2022-2023 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[11]	Number Tested	Percent Proficient	Number Tested
3	45%	20	44%	18
4	59%	17	70%	10
All	51%	37	54%	28

[11] 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.

End of Year Growth on 2022-23 NWEA MAP Math Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	53%	19
4	67%	15
All	59%	34

2022-23 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 3rd through 8th 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	34	59	Met
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	20	65	Met
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[12]	55	10	70	Met
Measure 4: Each year, 75% of 3rd through 8th 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.[13]	Students in at least their 2nd year at the school	75%	28	61%	Not Met

[12] 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

[13] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

EXACT PATH

The second set of assessments consisted of multiple formative and summative math skills assessments administered by the Exact Path digital learning platform. These assessments were tailored to each student's individual learning path and targeted each student's learning gaps. To determine whether Storefront Harlem met its ELA goal in Exact Path goal, the school used the four measures outlined below. Proficiency on these measures was determined by analyzing the number of skills each scholar mastered out of the number of skills assessed. The measures include:

1. 75% of third and fourth grade scholars will master at least 55% of their individual learning paths
2. 70% of scholars classified as low achievers on their 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.
3. 70% of scholars 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.
4. Individualized Targeted Skills Mastered Percent of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed 70%.

End of Year Performance on 2022-23 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	89%	20	89%	18
4	80%	17	81%	10
All	84%	37	85%	28

2022-23 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%	37	97%	Met
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%	13	100%	Met
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[14]	70%	10	80%	Met
Measure 4: Each year Individualized Targeted Skills Mastered Percent of 3rd through 4th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	28	85%	Met

Summary of the Mathematics Goal

75% of the NWEA MAP math goals were met; however, we were 14 percentage points below the target that students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency.

100% of Exact Path Learning Path Skills Mastered math goals were met.

[14] 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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
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.	Met
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.	Met

Evaluation of the Mathematics Goal

Storefront Academy Harlem exceeded 75% of our math targets for NWEA MAP proficiency; we exceeded each of the three targets by at least nine percentage points (range: 9-15 percentage points). For the NWEA MAP math measure the school did not meet, we missed the target by 14 percentage points for students in at least their second year at our school meeting or exceeding the RIT score proficiency equivalent. As described above, all four of our Exact Path targets were met. The school exceeded each of the targets by at least 10 percentage points (range: 10-30 percentage points). For the additional three math reported measures based on state test data, the school met two of those targets and did not meet the third. The school missed this target by 35 percentage points, with a greater number of 4th graders in their second year at the school (60%) achieving proficiency than 3rd graders in their second year (27%.)

We also examined additional data sources for all students compared to those who have been at our school for at least two years. For third grade scholars, the differences were negligible, with students at the school for at least two years scoring one percentage point lower for NWEA MAP and no difference for Exact Path. For fourth graders, however, there is a clearer distinction, with those at the school for at least two years scoring 11 percentage points higher in NWEA MAP proficiency but only one percentage point higher on Exact Path skills proficiency.

Additional Context and Evidence

Changes to Math Curricula, Pacing: During SY 22-23, Storefront Academy added Lavinia Math Story Problems to the curricula. With the adoption of this new program, teachers had to adjust their pacing in enVision Math. The math block was shortened to accommodate time for story problems. This reallocation of time to story problems and change in pacing may have led to less growth in foundational math content and skills, as seen in our missed targets of 3rd and 4th grade scholars who have attended Storefront Academy Harlem for two years or more were not meeting their projected RIT score as measured by NWEA MAP (Measure 4) and not achieving proficiency on the state math exam.

Impact of Lower Reading Skills on Math Data: Another result of our shift to more of a math story problem focus was the impact of reading skills on math. In SY 22-23, 45% of 3rd graders were reading below grade level and 29% of 4th graders were reading below grade level. In the upper elementary grades, students are required to read and comprehend math problems in order to answer them correctly.

Scholars with Disabilities Exceed Math Targets: We were pleased to observe that the school exceeded both of our math targets related to scholars with disabilities, by 15 percentage points for our NWEA MAP target and by 10 percentage points for our Exact Path target. In SY 22-23, 35% of third grade students received special education services and 17% of the fourth grade students received special education services. These students received more and more individualized learning supports; during small group instruction, teachers collaborated with scholars with disabilities to focus on deficits and academic goals in their IEPs. An unintended consequence is that our scholars who may have already been performing on grade-level remained stagnant and did not meet their projected growth from the first NWEA administration to the last one.

Scholar Attendance: As described in the section about context and evidence for ELA, scholar attendance may have contributed to scores lower than our intended outcomes. Both third and fourth grade scholar attendance was lower than the school goal of 95%, with third grade at 82% and fourth grade at 86%. These attendance rates occurred despite incentives for scholars who not only came to school, but also arrived at school on time.

Staffing Consistency and Effectiveness in Math: Our third grade class began the school year without their original teacher, who went on medical leave and never returned. Temporarily, the interventionist was the solution to maintain the class until mid-October when a full-time, certified teacher was hired. However, although this teacher was present and engaged in the classroom, she struggled to teach math effectively. With the Assistant Principal (Math) and Principal (ELA) backfilling for the vacant 4th grade teaching position, it was difficult for the Assistant Principal to provide math coaching and skills development to the 3rd grade teacher.

Time on Learning Paths: Our Exact Path data shows that all third and fourth grade scholars who took the NWEA MAP assessment at both the beginning and end of year were assessed and mastered skills on

their learning paths. However, fourth grade scholars' total time on their learning paths in Exact Path was 41,188 minutes, whereas third grade was only 17,196 minutes. This substantial difference could contribute to the fourth graders, without a consistent teacher of record, outperforming third graders in achievement for all students, achievement for students in at least their second year, and growth. This additional Exact Path time may have also helped the fourth graders achieve a higher rate of proficiency on the state math exam than the third graders.

Mathematics Action Plan

Math Curriculum, Pacing Action Steps: Looking ahead to SY 23-24, with the school entering our second year using story problems, teachers have become more accustomed and comfortable with teaching this type of math. Also, the enVision Math block was increased to 60 minutes for grades 3-5, which helps teachers with pacing. Teachers will have professional development from an enVision Math consultant to assist them with navigating the program and all of its components. The enVision Math professional development will also focus on differentiation and problem based learning.

Impact of Reading Skills on Math Action Steps: Each class has a weekly 45 minute phonics and vocabulary intervention block to help build and expand the fluency and comprehension skills needed to create more confident, stronger readers. Math supports such as CUBES/CUBED strategies were given to all scholars in third and fourth grades along with scholars who are reading below grade level in fifth grade to guide them with solving word problems.

Action Steps to Support Scholars on Grade Level: Administering real-time assessments allows teachers to provide scholars with immediate remediation and/or enrichment depending on the outcome of their assessments. Online assessments ensure scholars below, on, and above grade level receive differentiated work. We are also able to provide Exact Path assignments based on mastery standards and/or priority skills to supplement lessons.

Scholar Attendance Action Steps: We are reiterating the importance and correlation of attendance with scholar success in all interactions with families in the beginning of the school year. This year, all families have received a printed version of the student handbook, which is available in both English and Spanish. Our handbook helps families understand that if a child is not in school, then they are not available for learning. The handbook also explains the maximum number of days scholars can miss and how exceeding that number may hinder their promotion to the next grade. In addition, our move to a new school building has increased significantly the number of scholars who ride the school bus to school, which helps ensure punctuality and presence. Finally, teachers are taking ownership and more accountability for their class attendance. If a teacher notices a scholar has been absent for two or more days and was not given prior notice then they will serve as a more personal first point of contact to the family; in the past, it was the Assistant Principal and/or Office Manager who reached out to families regarding attendance.

Staffing Consistency and Effectiveness in Math Action Steps: Looking ahead to SY 23-24, grades 3-5 are fully staffed. Third and fourth grades have the highest special education populations; they are being

served by integrated co-teaching classes with two teachers. Having classes fully staffed will make it easier for teachers to implement targeted small group instruction and meet the needs of all students. Fully staffed classes allows our interventionist to provide push-in and pull-out support, and also allows the principal and assistant principal to serve in their roles as instructional leaders providing feedback to teachers.

Time on Learning Paths Action Steps: Exact Path time on task is a priority across grade levels this year. Spending time on task as well as mastering learning path skills contributes to scholar growth and achievement. To establish norms and routines school-wid, each class has a weekly 45 minute Exact Path block.

Additional Math Action Steps: All math assessments will be administered online this year to provide immediate data used to create small-group instruction, and intervention or enrichment will be assigned to scholars automatically based on their performance. Access to immediate data after an assessment will also allow teachers the opportunity to identify and address learning gaps.

Along with enVision Math and Lavinia Story Problems, scholars with low performance on the first administration of NWEA MAP are receiving tutoring from the Einstein Program. This Math tutoring program provides additional practice and support weekly for five scholars from each grade 3-5. The Einstein Program tutors create lesson plans to correlate with the enVision topics scholars are currently working on in class.

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

Curriculum

SACS will continue to use the Mystery Science curriculum that is aligned with Next Generation Science Standards (NGSS) to build on and enhance children's natural curiosity about the world around them with lessons aligned to the Next Generation Science Standards. Mystery Science, which we have used in all grades during the current charter period, grows our scholars' ability for inquiry through hands-on assignments. We also use a STEM toolkit composed of virtual field trips, experiments, and videos. These exercises are designed to provide students with additional opportunities to apply the scientific method, understand the role of engineering in the sciences, develop and use models, plan and conduct investigations and support a claim based on evidence. Our Science curricula 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. Teachers also integrate the science curriculum with the concepts, principles, skills, and/or themes of our humanities and math

studies. Teachers receive ongoing professional development and support for science instruction through our school's PLC model.

Instruction

As described in the ELA section of this report, for SY 2023-24, SACS Harlem adopted the 5 E's of Learning (engage, explore, explain, extend, evaluate). Teachers launch mini lessons with animated, engaging, and relevant real kid questions. Teachers discuss the lesson to build up scholars' curiosity. They use "Do Nows," checks for understanding, and quick observations to gauge how and when to move scholars to independent practice which includes hands-on models, writing about what they learned, and/or discussion. During independent or small group activities, teachers observe and coach scholars around specific learning goals and anticipated misconceptions. Scholars' voices are amplified through Turn and Talks, Share, discourse, and group presentations.

Assessments

Please see below in the context and action steps sections for more information about our science assessments.

Professional Development

Since Mystery Science provides *open-and-go* lessons with hands-on activities, SACS Harlem has utilized grade level Professional Learning Community framework to offer teachers time and resources to practice and debrief lessons prior to teaching them to their students. Mystery Science has just introduced Professional Development Kits for Grades K-2 and 3-5 which SACS Harlem will implement in SY 2023-24 to norm and enhance teacher preparation for science instruction.

ELEMENTARY 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.

Since there was no standardized New York State fourth grade science exam in Spring 2023 and the school did not yet have a fifth grade class in SY 22-23, the New York State Testing Program science assessment was not administered.

However, we did want to assess students' progress in science. Therefore, we used the NWEA MAP Science assessment to determine their progress.

NWEA MAP

METHOD

Storefront Academy Harlem used the NWEA MAP science assessment to measure students' performance growth. The assessment was administered two times during the academic year. The first testing window occurred August-September and provided a beginning-of-year diagnostic or baseline for student performance. The last testing window occurred May-June thereby measuring a full year of performance growth for students. Performance data from NWEA Science assessment can be found in the "Results and Evaluation" section below.

To determine whether Storefront Academy Harlem met its science goal, the school used the two measures outlined below:

1. The school's median growth percentile of all 3rd through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.
2. End of year achievement performance for scholars enrolled in at least their second year will be greater than 50 and greater than the end of year achievement performance for all scholars.

RESULTS AND EVALUATION

End of Year Performance on 2022-2023 NWEA MAP Science 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	Number Tested	Percent Proficient	Number Tested
3	45%	20	44%	18
4	41%	17	60%	10
All	43%	37	50%	28

End of Year Growth on 2022-23 NWEA MAP Science Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	42%	19
4	27%	15
All	34%	34

Summary of the Elementary Science Goal

The school did not meet either of our science goals. For the first goal, the median growth percentile for all students, we missed the target by 17 percentage points. For the second, achievement-based goal, scholars in their second year matched but did not exceed 50% proficient; they did exceed the proficiency of all students by seven percentage points. This stagnated progress in science is notable when we examine SY 22-23 data in light of previous data. For example, during our first administration of the NWEA MAP Science Assessment in SY 21-22, 82% of our third graders were performing on or above grade level. Those same students would be represented as the 4th graders in the above tables who showed a median growth percentile of 27.

Evaluation of the Science Goal

Our NWEA MAP Science data reveals there is work to be done in Science. Although the total number of scholars who have been at our school for two or more years outperformed all scholars in achievement by nine percentage points, we did not meet our science goal. Fourth grade scholars who have been with the school for two or more years outperformed all scholars in achievement by 17 percentage points, but third graders in at least their second year at the school only outperformed all scholars in achievement by one percentage point.

Our science data also shows that 42% of our third grade scholars and 27% of our fourth grade scholars met or exceeded their projected growth, which only resulted in 34% of scholars school-wide meeting or exceeding their projected growth.

Additional Context and Evidence

Scheduled Science Instruction: During SY 2022-23, SACS Harlem prioritized literacy and math instruction for third and fourth grades to address the critical learning loss experienced during COVID remote and hybrid instruction. In order to address scholars' learning gaps in ELA and math, science was scheduled five times weekly, in two 40-minute sessions and three 30-minute sessions each week. Our data reflect this schedule shift.

Science Lesson Inconsistency: In addition, we know that science instruction was not happening at the level of consistency or rigor that we intended. For example, due to pacing issues in ELA and/or Math, Science instruction was not happening consistently during the academic day. Although there were two designated science blocks each week, teachers may have used this time for other instructional purposes. The staffing inconsistency described in previous sections of this report may have contributed to the inconsistency of science lessons as well.

Lack of Regular Science Assessments: As described above, science instruction was provided inconsistently during SY 22-23. This meant that science was also assessed inconsistently. While the NWEA Map science assessment was administered at the beginning and the end of the year, Mystery Science unit assessments were not provided on a regular basis, leading to a gap in the school's understanding of student learning in science.

Science Action Plan

Scheduled Science Instruction Action Steps: We modified our Master Schedule for SY 23-24 to include science instruction four times per week for grades 3-5. This means that scholars receive 150 minutes of science instruction each week in SY 23-24, compared to 90 minutes per week in SY 22-23. We also want to ensure that our younger scholars receive instruction that prepares them for science in our upper grades. This year, Kindergarten and grade 1 students receive 110 minutes of science instruction per week, and 2nd graders receive 115 minutes of science instruction per week.

Science Lesson Consistency Action Steps: Teachers will be expected to submit science lesson plans and teach Science during the allotted time. For fifth grade in particular, we will implement more rigorous, critical thinking/writing science activities since the Blueprint for the Spring 2024 New York State Fifth Grade Science Exam indicates that the assessment is literacy intensive. We will also focus on utilizing cross curricular connections to develop our scholars' effective use of Close Reading and Constructive Response strategies to comprehend and respond to Science based content.

Science Assessments Action Steps: Science assessments will happen after every unit to determine how well scholars are grasping and retaining the lessons. These assessments will also give teachers data to assist with scaffolding, differentiation, group work, and making any additional changes to the modality of science instruction. Science data will be included as part of our data analysis conversations during our professional development sessions.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

Additional Context and Evidence

SACS Harlem maintained a status of "Good Standing" during each year of the current accountability period. Nevertheless, the school is focused on solutions to overcome challenges to more substantially mitigating COVID related learning loss for greater improvements in student outcomes. Chronic absenteeism, teacher shortages, enrollment shortfalls, and significant changes in student demographics have impacted our implementation of instructional action plans despite gains in ELA and Math growth and achievement as measured by NWEA MAP.

Chronic Absenteeism: SACS Harlem ended SY 2022-23 with a school-wide average daily attendance of 83%, which was a 5% decrease from SY 2021-22. We continue to work toward our goal of 95% school-wide. Though some SACS Harlem students flourished during remote and hybrid learning, many did not, and we are continuing to work with our families to reset the norm of daily, on-time attendance.

Inconsistent Staffing: Similar to many schools around the country, we faced staffing inconsistencies during this reporting period. During SY 2022-23, Specialists (i.e music and physical education teachers) and the Academic Interventionist were reassigned to classrooms to ensure students received consistent and rigorous instruction. The school leaders had to step in to solve staffing gaps as well. Despite our best efforts, as described above, these staffing inconsistencies and shifts had impacts on scholar learning.

Insufficient Scholar Support Capacity: During SY 2022-23, both the Academic Interventionist and the English Language Learner teacher had to be reassigned to the classroom due to teacher vacancies. We were also unable to provide speech and language therapy due to our inability to find a provider for these services. Also since teachers did not have an ICT co-teacher, they had to get creative in providing support, differentiated instruction, and small groups to scholars with disabilities.

Action Plan: Strategies to Address Learning Loss and Continue to Improve Outcomes

Promoting Attendance Action Steps: For SY 2023-24, teachers are taking more ownership of their class attendance. We began the school year with welcoming families and explaining the importance and correlation between scholar success and attendance. When a scholar is absent, the child's teacher communicates directly with the parent to offer assistance. If a scholar is showing signs of attendance concerns, then the counselor and school leaders will schedule a meeting with the family to strategize a plan to improve attendance.

Staffing Consistency Action Steps: In summer 2023, SACS succeeded in establishing a teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY 2023-24, SACS Harlem has added two teachers-in-residence. We believe this program will create a graduate student-to-teacher and teacher-to- teacher leader pipeline of high quality candidates immersed in the "Children's Storefront" culture, climate, and academic, social-emotional, and arts programming. In light of the addition of several new teachers we will ensure that effective veteran teachers provide peer support separate from more formal coaching rounds with instructional leaders. Instructional leaders will also launch a teacher bootcamp based upon Get-Better-Faster: A 90-Day Plan to

Develop New Teachers to ensure teachers develop effective skills in intellectual preparation, lesson planning, modeling, classroom management, and student conferencing and coaching.

Scholar Support Capacity Action Steps: School leaders will ensure teachers develop their skills in student work study, data analysis, and responsive instruction plans. Teachers who have evidenced effective use of differentiated instruction and specially designed instruction will provide peer support, feedback, and resources to help colleagues develop their skills in these areas. The leadership team will (a) assess current skill, (b) Define desired capacity, (c) Identify gaps/needs, (d)Develop objectives and strategies, (e) Monitor and evaluate progress and (f) Review/Revise plan.

The data and action plans provided in the ELA, math, and science sections above provide specific evidence of scholars' progress. But data like that included in this report are not helpful if we only look at them annually during reporting time. Therefore, we have collaborated with the Lavinia Group to establish and/or improve our standard operating procedures (SOPs) to collect, manage, and use data to inform content and instruction with fidelity. For example, school leaders will use observations, student work study, and data review to engage teachers in reflective practice as well as coach and provide feedback for next steps. And teachers will continue to engage in data deep dive, reflection, and responsive action planning to deliver and progress monitor strategic skills targeted small group instruction. We believe these systems, together with a culture of data use, will strengthen horizontal and vertical alignment of school curricula, pedagogies, and assessments and promote continued improvements in student outcomes and teacher capacity.

We are confident that the action plans and strategies outlined in this progress report will accelerate student learning without compromising our school’s joyful and innovative school culture, positive family-school relationships and student supports, arts programming, and experiential learning opportunities.