



**Central Queens Academy
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Ashish Kapadia, CQA's Interim Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michael Zisser	Chair
Rick Ruvkun	Treasurer, Finance
Ken Fong	Finance
Bruce Saber	Facility Chair
Annee Kim	Facility
Catherine Tse	Finance
Sonia Park	Education, Chair
David Nitkin	Education
Vipul Tandon	Facility

Suyin So has served as the Executive Director since 2012. Glenn Liebeck has been School Director since 2018.

SCHOOL OVERVIEW

The mission of Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services. CQA will lay a foundation for students to be able to graduate and attend the competitive high school of their choice, and to go on and excel in college.

CQA's primary goal is to improve educational opportunities for immigrants, children of immigrants, and English Language Learner students (ELLs), the nation's fastest-growing student population and about 14% of the student population of New York City. CQA was the first public charter school to serve NYC's most overcrowded school district, Community School District 24 (CSD 24). CQA serves grades 5 through 8 and has sought to add an elementary school as well. Our scholars are expected to gain the sound academic foundation and character development needed to graduate, attend the high school of their choice, and go on to succeed in higher education.

CQA is located in Queens, the nation's most multi-ethnic county, and inside Elmhurst, home to the nation's most diverse ZIP code, 11373. In serving Elmhurst, a traditional immigrant gateway community, and the neighboring areas of Corona and Woodside, CQA seeks to recruit and retain our target student population of ELLs, the nation's fastest-growing student population. Our students' preferred home languages reflect our neighborhood's diversity: Spanish, Chinese, Tibetan and Bengali.

Beginning March 16, 2020, CQA transitioned to fully remote learning for the remainder of the school year because of the Covid-19 pandemic that caused Elmhurst and Corona to become the epicenter of the epicenter of the disease in the United States. During this time, after distributing Chromebooks to scholars who needed them, CQA provided synchronous and asynchronous instruction in the core subject areas with academic intervention supports for students with disabilities, English language learners, and struggling students. CQA also provided enrichment instruction, social-emotional supports, and counseling services.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16						104	101	102	95					402
2016-17						103	97	95	96					401
2017-18						102	104	104	86					396
2018-19						109	103	100	100					412
2019-20						106	104	102	95					407

GOAL 1: ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

Summary of changes to the ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

CQA students will become proficient readers and writers of the English language.

BACKGROUND

CQA's English curriculum for grades 5 through 8 is a careful blending of the Expeditionary Learning curriculum found at engageny.org with elements of the Teachers' College Readers and Writers Workshop curriculum in order to create a balanced literacy curriculum that is closely aligned to the Next Generation Learning Standards. CQA's English curriculum incorporates multiple culturally-relevant texts and themes for reading and writing in different genres. Literacy skill development incorporates Seven Cognitive Reading Strategies, Six Traits of Writing and Steps in the Writing Process found below.

<i>SEVEN Cognitive Reading Strategies</i>	<i>Six Traits of Writing</i>	<i>The Writing Process</i>
1. Monitoring for meaning 2. Relating the new to the known 3. Questioning 4. Determining importance 5. Inferring 6. Creating sensory images 7. Determining the meaning of unknown words and phrases	1. Ideas 2. organization 3. Word Choice 4. Voice 5. Sentence Fluency 6. Conventions	Gathering Choosing a Seed Drafting Revising Editing Publishing Celebration Reflecting

English instruction in all four grades is comprised of a daily double period of reading and writing as well as literacy-based instruction in science, social studies, and Interdisciplinary Studies. In addition to formative assessments, English classes utilize summative unit assessments and performance tasks like on-demand short and extended responses. Further, CQA measures scholar progress using benchmark assessments that are comprised of past New York State English exams, Fountas and Pinnell reading assessments, benchmark assessments in IXL, and Scholastic Reading Inventory (SRI) assessments. The IXL assessments and SRI are both conducted online usually while the benchmark assessments from past state exams is given and F & P assessments are conducted by teachers in school. Each assessment is given twice per year in the Fall and Spring.

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Last spring, during remote instruction, teachers made instructional videos modeling particular literacy strategies and skills. Scholars completed English assignments based on those instructional videos. Reading instruction also included novel studies and memoirs. English teachers also scheduled class times where scholars receive live instruction, especially when they needed more support. Mandatory live literacy groups were also created for scholars who performed significantly below grade level and English teachers also spent a considerable amount of time doing one-on-one conferences with scholars who needed extra help. Synchronous components of distance learning also occurred in the poetry unit, as well as a culminating portfolio with presentation in writing in grades 7 and 8.

METHOD

CQA utilized its own internal benchmark assessments from past state exams, IXL online English assessments, Fountas and Pinnell reading assessments, and the Scholastic Reading Inventory online. All four assessments are aligned to the Next Generation Learning Standards in English.

RESULTS AND EVALUATION

In grades 5 & 6, we are unable to present data from our benchmark exams from past state exams because we were unable to provide our Spring assessment. However, our IXL data showed significant growth in our 5th and 6th grade scholars while also showing that more than 75% of our second-year scholars were proficient in English by the end of the school year.

Grade	IXL Fall 2019 (% proficient)	IXL Spring 2020 (% proficient)	Growth
5	13%	48%	73%
6	41%	81%	54%

In grades 5 & 6, our SRI data again showed significant growth in reading lexile in grade 5 while the growth of our second-year scholars was even higher.

Grade	Lexile Range	SRI (lexile scale) Fall 2019 (Baseline)	SRI (lexile scale) Spring 2020	Growth
5	875-1010	17 scholars proficient 17% proficient (100 scholars tested)	33 scholars proficient 35% proficient (95 scholars tested)	48%
6	925-1010 and above	36 scholars proficient 38% proficient	52 scholars proficient 57% proficient	72%

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		(96 scholars tested)	(92 scholars tested)	
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Similarly, in grades 5 & 6, our scholars showed significant growth in reading level on Fountas & Pinnell reading assessments and about three-quarters of our second-year scholars were proficient in English.

Grade	Proficiency On or above grade level Fall 2019	Proficiency On or above grade level Spring 2020
5	<u>105 scholars assessed at the beginning of the year</u> 23% proficient	<u>81 scholars (with F&P at or above grade level)</u> 56% proficient ** Not all scholars we assessed at the end of the year because of the crisis.
6	<u>101 scholars assessed at the beginning of the year</u> 29%	<u>82 scholars with F&P at or above grade level</u> 72% ** Not all scholars we assessed at the end of the year because of the crisis.

In grades 7 & 8, on our most recent benchmark assessment from past state exams, we were able to get a decent picture of our scholars' proficiency. 56% of our 7th grade scholars were proficient while 58% of our 8th grade scholars were proficient.

Unfortunately, our IXL, SRI, and F & P data for grades 7 and 8 were not complete enough to present data.

ADDITIONAL EVIDENCE

Based on our Accountability Dossier provided by the Institute, CQA met the absolute measure of 75% proficiency for scholars in at least their second year during the 2017-18 and 2018-19 school years. It met all of the other absolute, comparative, and growth measures in English for each of the last three years. Our effect size during the 2018-19 school year was higher than expected to a large degree.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Based on our internal data from paper and online assessments in English as well as our historical performance over the last three years, we believe we have met our English goal.

ACTION PLAN

This year all instructional classes at CQA will be live or synchronous. There will be a heavy focus on small group instruction or pulling scholars from the larger whole class to give more targeted

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instruction. We are incorporating more phonemic and reading fluency awareness in the 5th grade to address the remediation needs of scholars. There will similarly be more emphasis on:

- Student agency
- Peer evaluation and feedback to create more of a reflective, feedback academic culture
- Thematic connection to social-emotional learning through literature
- Authentic assessments and in-depth analysis of data
- Thought about cross-curricular topics, especially between humanities and science
- Engaging lessons with opportunities to respond and personalized learning
- Focus on culturally relevant and responsive leaning
- Targeted guided reading sessions
- MyOn through Renaissance Learning, a student-centered, personalized learning platform with authentic reporting and accountability
- Star Assessments through Renaissance Learning
- Speaking and listening standards
- A variety of platforms to increase student engagement, awareness, accountability, and learning including:
 - ☐ Flipgrid
 - ☐ Jamboard
 - ☐ Google Forms
 - ☐ Kami
 - ☐ CommonLit
 - ☐ MyOn
 - ☐ RAZkids
 - ☐ Edpuzzle
 - ☐ Myon Student News
 - ☐ NewsELA
 - ☐ Nearpod
 - ☐ NoRedInk.com
 - ☐ STAR

GOAL 2: MATHEMATICS

MATHEMATICS

Summary of changes to the Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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Goal 2: Mathematics

CQA students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

CQA's mathematics curriculum incorporates units of instruction in 5th grade from Math in Focus's Singapore Math curriculum by Marshall Cavendish. This is because we have had significant success in utilizing this curriculum to remediate numeracy skills while emphasizing number sense in grade 5, our intake year. In grades 6, 7, and 8, CQA utilizes the Eureka Math curriculum found on engageny.org because of how closely it is aligned to the Next Generation Learning Standards for math. In all four grade levels, teachers also utilize supplemental resources from Math in Focus, IXL, Connect Ed, BrainPop, Khan Academy, and Envision.

During remote learning from March 16 through June, math teachers conducted asynchronous lessons by posting instructional videos and assignments on Google Classroom. Teachers used EdPuzzle videos and also recorded their own instructional videos using Screencast-o-matic to provide instruction, feedback, and checks for understanding. IXL and Khan Academy continued to serve as resources for teachers during this time. Teachers were able to assess scholars using platforms such as Flipgrid, IXL, Problem-attic, and Google Forms. Teachers held office hours using Google Meets to help small groups or individual scholars for additional support based on the data.

METHOD

CQA administers internally-created benchmark assessments in mathematics in grades 5, 6, 7, and 8. These assessments are normally given three times in the school year. They are comprised of questions from past New York State math exams in order to ensure that the assessments are tightly aligned to the state standards and appropriately rigorous. CQA also administers IXL assessments online three times per year in order to determine how scholars are performing on various standards. While these assessments are aligned to the state learning standards, they do not measure proficiency in the same way that they do in English because the math content has not fully been taught until the mid-to-late Spring. However, the IXL assessments do show scholar growth in math over the year.

RESULTS AND EVALUATION

Although CQA was unable to administer the third benchmark assessment of the year, its scholars in all four grades were able to show growth on the pathway to proficiency in mathematics. More than 80% of its 8th grade scholars reached proficiency by the winter.

	IA 1 Fall 2019	IA 2 Winter 2020
Grade 5	34%	53%
Grade 6	35%	57%
Grade 7	62%	64%
Grade 8	62%	81%

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Although the IXL assessment was not completed for grades 7 & 8, we can see that 5th grade scholars grew by over one grade level in math between September and May, even as scholars were then part of remote learning. While we did not see as much growth in sixth grade, we recognize that part of this lag may be due to the transition to remote learning.

	IXL (September)	IXL (January)	IXL (May)
Grade 5	377 (end of 3 rd grade)	441 (approaching middle of 4 th)	501 (beginning of 5 th grade)
Grade 6	541 (approaching middle of 5 th grade)	562 (middle of 5 th grade)	598 (end of 5 th , approaching 6 th)

ADDITIONAL EVIDENCE

Based on our Accountability Dossier provided by the Institute, CQA was able to meet all of its absolute, comparative, and growth measures for the 2018-19 school year. Our effect size was higher than expected to a large degree. It was able to meet four out of five of those measures during the 2016-17 and 2017-18 school years.

SUMMARY OF THE MATHEMATICS GOAL

Based on its improvement on proficiency and growth from its interim assessments as well as our historical performance, we believe we have met our mathematics goal for the 2019-20 school year.

ACTION PLAN

For the 2020-21 school year, we are providing daily synchronous lessons over google meet for scholars. Teachers will use Google Classroom as the centralized place for resources, announcements, and assignments. We will continue to tap into the resources and platforms implemented over the Spring that were effective (EdPuzzle, IXL, Khan Academy, BrainPop, Problem-Attic, Screencast-o-matic), while training and rolling out a new platform, Nearpod. Nearpod will help with live lessons, student engagement, and data collection throughout the synchronous classes. Teachers will receive professional development on Nearpod, Jamboard, and designing authentic online assessments. Teachers will be able to use data more effectively during small group instruction and office hours through synchronous lessons with checks for understanding, and all the digital platforms and tools.

GOAL 3: SCIENCE

SCIENCE

Summary of changes to the Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.

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- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

CQA students will use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

BACKGROUND

The CQA science curriculum in grades 5, 6, and 7 include rigorous units of biology, chemistry, physics, and geology in order to provide scholars with the skills and content necessary to serve as a foundation to the high school earth science course which is taught in 8th grade. The units of instruction in grades 5, 6, and 7 are aligned to the Next Generation Science Standards and New York State Learning Standards for Science. The Earth Science course is similarly aligned but it incorporates the high school standards for the course and it normally ends in the New York State Regents Exam. It focuses on inquiry, rigorous instruction, vocabulary acquisition, and gathering data daily. This high school course includes units on maps & measurements, rocks & minerals, geological principles, landscapes, meteorology, Earth's geological history, atmosphere, climate, and astronomy. The course includes a series of lab activities that help scholars prepare for the New York State Regents Exam in Physical Science/Earth Science.

From March 16 onwards, CQA provided science instruction asynchronously. Lessons were delivered through videos created by the teachers using Screencast-o-matic as well as from other resources such as Khan Academy. Scholars would watch the video, which had checks for understanding embedded within them, and then complete assignments using Google Docs, Forms, and Slides. Most assessments came from former state exams through the use of Problem-Attic and Castle Learning. Additionally, teachers held daily office hours sessions, where scholars worked with the teacher live and received feedback.

METHOD

CQA conducts three interim assessments during the 8th grade Earth Science course in order to collect and utilize data to guide instruction as the school year approaches the administration of the Regents Exam in June. These interim assessments are made up from past Regents Exams. These interim assessments begin in the Spring once the majority of the content for the course has been taught. This is because of the large quantity of content that is taught in this high school level course.

RESULTS AND EVALUATION

While we do not have enough data from our 8th grade Earth Science course to draw a conclusion on whether CQA met its science goal, we believe our history below shows that we were likely to do so.

ADDITIONAL EVIDENCE

CQA has a history of demonstrating scholar proficiency in science through the Earth Science Regents Exam. In all four years that we have administered the state exam, no less than 85% of our 8th grade scholars achieved proficiency. The chart below comes from data.nysed.gov.

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Earth Science Regents Exam Passing Rate	
2018-2019	91%
2017-2018	97%
2016-2017	91%
2015-2016	85%

SUMMARY OF THE SCIENCE GOAL

While we believe we would have met our science goal if the 8th grade scholars were able to take the NYS Regents Exam. Instead, they receive credit for the exam and the school completed Regents Exam waivers with NYSED through Level 0.

ACTION PLAN

To improve instruction this year, we are beginning our distance instruction with synchronous learning. Real time interaction and assessment with scholars will make response to misconceptions easier, and assessment of student understanding more authentic. Additionally, teachers have received professional development on new platforms such as Nearpod & Jamboard, and on designing authentic assessments in the virtual space. These changes should increase rigor and engagement, as well as give teachers the opportunity to address student misunderstanding much more like they did in the classroom, despite the distance.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: 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.

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RESULTS AND EVALUATION

CQA's ESSA status is In Good Standing as it has been every year of the accountability period. The school has met this measure.

Accountability Status by Year

Year	Status
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing