



**Persistence Preparatory Academy
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Joelle Formato

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Joelle Formato, Head of School, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Elisha Tomasello	Chair	All; Governance (chair)
Brandi Haynes	Vice Chair	Governance
Kevin Celniker	Treasurer	Finance (chair), Facilities
Darnell Haywood	Secretary	Development
Bobbie Finocchio		Academic Accountability
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Nicole Wodka-Cook		Development
Zachary Melas		Facilities
Adrianna Viverette		Development

Joelle Formato has served as the Head of School since September 1, 2017.

SCHOOL OVERVIEW

*Through rigorous academics, high-quality instruction and leadership development, **Persistence Preparatory Academy Charter School** ensures that all K through 8 scholars are firmly on the path to succeed within a four-year college and create positive change within their communities.*

Persistence Preparatory Academy Charter School (Persistence Prep) completed its fifth year of operation in the 2022-2023 school year, serving 322 scholars in grades K-5. In the 2022-2023 school year we underwent our first SUNY renewal application and visit and were awarded a five-year charter renewal in Spring 2023.

Persistence Prep was born out of the Building Excellent Schools Fellowship. Our Founder and Head of School, Joelle Formato, was a 2016-2017 BES Fellow, and had the opportunity to observe best practices from over 50 high-performing charter schools across the country. This school year saw the completed renovation of our new school building, with our school community relocating in October 2021. Our new building features increased classroom space, a library, a dance studio, a full gymnasium, a mindfulness room, and teacher PD training rooms, among other spaces. The new space allows us to further live out our mission of providing a high-quality education to all scholars.

Our mission, shown above, is grounded in our five core beliefs:

1. We believe that high-quality teaching is the key driver of academic achievement.

Persistence Prep fundamentally believes that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. We consider a strong teacher to be the number one factor in ensuring scholar achievement. To guarantee a strong teacher in every classroom, Persistence Prep focuses extensive time and resources into the recruitment, development, and retention of strong teachers. Each year, we have dedicated significant financial resources to professional development opportunities and continue to prioritize teacher observation, feedback and coaching as a main priority of our instructional leadership team. Our entire instructional leadership team has participated in the RELAY Graduate School of Education's Summer Leadership intensive, and we plan to begin sending a pipeline of teacher leaders through the program in future years. We believe in the power of retaining strong staff and still have 9 of 14 founding members on staff (64%) and have 100% staff retention for those offered contracts from 2022-2023 to 2023-2024.

2. We believe that college preparation begins in Kindergarten.

To ensure our scholars can reach ambitious goals and be firmly on the path to the four-year college of their choice, we believe that college preparation must begin on the first day of Kindergarten. This belief is embodied in our rigorous curriculum and extended day schedule. We know that our scholars can perform at extremely high levels when surrounded by teachers who believe in them, support them, and are experts in their craft.

3. We believe that a structured, supportive, and joyful school culture, with a focus on leadership development, is foundational.

Persistence Prep firmly believes that school culture is the foundation upon which all else rests. Scholars thrive in structure and can flourish within a consistent environment in which they know what to expect and what is expected of them. We use the Responsive Classroom philosophy to guide our interactions with scholars, from developing a classroom contract to learning self-regulation and advocacy to providing logical consequences and a chance to restore the community following a misbehavior. Post-Covid, we also began implementing the Fly Five SEL curriculum, also out of the Center for Responsive Schools. We work hard to attend to both the academic and social emotional development of our scholars and take every opportunity to celebrate them as unique individuals.

4. We believe in proactive supports for all learners based upon the purposeful use of assessment and data analysis.

In order to best educate our scholars, it is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered. Our Instructional Coaches work closely with our teachers to ensure they are regularly collecting and analyzing data to inform their instruction. Our benchmark assessments are analyzed at schoolwide data days and teachers develop action plans to address gaps, enrich scholars and reflect on their own teaching practices. In the 2022-2023 school year we began implementing quarterly interim assessments in ELA and Math to further assess the impact of our instructional program and support scholar growth. We have a strong literacy RtI program and have a focused goal of expanding our Math RtI program in the 2023-2024 school year with the purchase and implementation of AimsWeb.

5. We believe that family engagement is vital to scholar achievement.

Persistence Prep acknowledges and welcomes families as key partners in ensuring the academic and character growth of every scholar. Over our first five years, we have built very strong relationships with our families through monthly events, achievement family conferences, check-ins throughout COVID, coffee chats, parent volunteer nights, and regular communication. Now that we are beyond the height of COVID, we will officially launch our Parent Teacher Organization and begin to leverage families as volunteers throughout our building and at events. Our new building also features a parent room for meetings and collaboration.

In 2022-2023 we educated 322 scholars, who came to us from all across the City of Buffalo. The demographics of our student population were 90% African American, 3% Hispanic, 6% Multiracial, and 1% white. 94% of our scholars are economically disadvantaged and 11% of them receive Special Education services. We also filled open seats throughout the year across all grade levels.

In recognition of the unfinished learning that continues to persist as a result of the COVID-19 pandemic, we continued our implementation of just-in-time supports and learning acceleration in the 22-23 school year. Our rallying cry for the year was “Find a Way,” with a focus on accelerating learning, closing foundational gaps, and maximizing all scholars’ access to high-quality, grade level instruction and assignments.

Continuing from our previous year, all scholars continued participating in a daily acceleration block. This time was common for all classes grades K-3 and all classes grades 4-5. During this time, ALL teachers and available staff members became an acceleration teacher and led groups focused on exactly what scholars needed (i.e., just-in-time support, enrichment, etc.). Scholars were able to move fluidly across classrooms/grade levels within their band based on their demonstrated needs. Based on DIBELS assessment data, many scholars also received the mClass intervention bursts previously mentioned during this time. When not directly working with a teacher, scholars were engaged in purposeful independent work. This independent work included, but was not limited to: Lexia, Zearn, independent reading, partner reading, targeted skills practice (with feedback mechanism incorporated). With our goal of prioritizing access to grade level content and materials, this time is explicitly leveraged to provide “just-in-time” interventions that will allow scholars to access their core content and/or be enriched. This block will continue in the year ahead with an even greater emphasis on fluid movement across classrooms and grade levels to best meet scholar needs.

In the absence of longitudinal state test scores, and given that more than half of our scholars are in grades K-2, we have leveraged the DIBELS and NWEA MAP assessments, as well as internal interim assessments, more heavily since our return from COVID to assess the effectiveness of our instructional program. The addition of the use of DIBELS and its corresponding mClass Intervention instruction and progress monitoring allowed us to pinpoint specific scholar gaps and provided staff with targeted lesson plans to quickly close them. While we were able to see strong growth in our scholars, we recognize that the process of guiding scholars through the unfinished learning of COVID will be a multi-year process.

We also recognized that a return from COVID-19 would likely increase the social-emotional needs of our scholars. To most immediately address these needs, we purchased the Fly Five SEL curriculum through the Center for Responsive Schools. This curriculum, focused on the CARES competencies of cooperation, assertiveness, responsibility, empathy, and self-control, was taught by our school counselors across all classrooms K-5 and will continue to be used in future years.

Our community suffered significantly in December 2023 from the historic blizzard in Buffalo, as well as from the loss of a beloved staff member during this time. Our school banded together to support struggling families during this time, especially those who found themselves homeless as a result of the blizzard. We also offered staff and scholars access to increased counseling and mental health resources as they processed their grief and worked to honor the memory of our staff member throughout our school community.

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
2020-21	54	56	58	57										225
2021-22	51	50	56	54	55									266
2022-23	54	53	50	54	55	56								322

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English Language Arts.

BACKGROUND

Persistence Prep firmly believes that a strong K-3 literacy foundation is a fundamental civil right, and has worked tirelessly over the last five years to overhaul our ELA instruction and ensure its alignment with the Science of Reading research and culturally responsive practices. In alignment with the Science of Reading research, we continued our daily foundations block in all grade levels (CKLA Skills curriculum) and our implementation of the Insight Humanities curriculum, developed by the Lavinia Group. In Fall of 2022 we also implemented the Lavinia Group’s Close Reading for Meaning curriculum in grades 3-5 which gave scholars daily opportunities to engage deeply with fiction, non-fiction and poetry texts, and strengthen their ability to determine main idea and deepen their comprehension abilities.

We continued with our administration of the DIBELS assessment and its associated mClass intervention program. The DIBELS assessment was administered to all scholars three times throughout the year (September, December and June) through the mClass Amplify platform. This platform made data immediately available and digestible to staff and leaders, and allowed us to quickly create intervention groups based on demonstrated scholar areas of growth. The mClass intervention program created 10-day bursts of lesson plans that directly targeted these areas of need. Teachers (both classroom and interventionists) were able to implement these bursts and progress monitor scholars between rounds of assessment. Data from the DIBELS assessment is included below as an additional data point. We also continued our use of the NWEA MAP assessment in Language Arts. For the first time, we also administered quarterly interim assessments in grades 2-5 to provide more detailed and regular feedback about the effectiveness of our ELA instruction.

Our ELA instruction was heavily supported by our internal instructional coaches, as well as our partnership with the Lavinia Group. We once again contracted for consulting, and has a consultant on site for 22 days of support, as well as continued virtual work and online PD institutes.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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	51	0	4	2	0	0	0	55
4	51	1	2	1	0	0	0	54
5	53	1	3	0	0	0	0	57
All	155	2	9	3	0	0	0	166

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	51	17	33%	45	15	33%
4	51	10	20%	43	10	23%
5	53	11	21%	46	9	20%
All	155	38	25%	134	34	25%

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.

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

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ELA Measure 3 - Comparative

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

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

***At the time of this report's due date, district data and performance data was not available for comparison.**

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 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	45		
4	23%	43		
5	20%	46		
6				
7				
8				
All	25%	134		

ELA Measure 4 - Comparative

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

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	92.9%	11.8	31.3	-1.05
4	96.2%	3.7	24.8	-1.28
5				
6				
7				
8				
All	94.6%	7.6	28.0	-1.17

ELA Measure 5 - Growth

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

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

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP**

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 3 rd through 8 th 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	154	67	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	142	59	YES

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

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	67	15	62	NO
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	75%	163	15%	NO

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	Number Tested	Percent Proficient	Number Tested
2	33%	49	33%	48
3	26%	55	24%	49
4	12%	52	14%	44
5	9%	56	11%	49
6				
7				
8				
All	14%	212	13%	190

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

Grades	Median Growth Percentile	Number Tested
K	66	53
1	55	50
2	55	45
3	63	53
4	56	49
5	60	52
6		
7		
8		

DIBELS ASSESSMENT

As previously mentioned, the school also administered the DIBELS assessment for the second year in 2022-2023. Our implementation was guided by two goals. Goals and corresponding results are included below:

- By end of year, 50% of scholars at each grade level meet or exceed the benchmark target.

KINDER	1 ST	2 ND	3 RD	4 TH	5 TH	TOTAL
40/53	25/55	30/49	28/55	20/51	34/56	177/319
75%	45%	61%	51%	39%	61%	55%

- Of scholars who do not meet benchmark, at least 50% will make above average growth for their grade level.

KINDER	1 ST	2 ND	3 RD	4 TH	5 TH	TOTAL
2/13	4/26	6/17	9/29	18/31	12/21	49/137
15%	15%	35%	31%	58%	57%	36%

In just our second year of implementation of the DIBELS assessment and our first year of the CKLA skills curriculum in grades K-2, we were very pleased with these results and the overall growth of our scholars. We were particularly encouraged by the data of our Kindergarten scholars and believe that the shifts we have made in our instruction and curricular materials will continue to provide a strong foundation and allow us to matriculate up scholars who are much more prepared and able to master grade level standards.

The full academic dashboard that illustrates growth across the entire school year on all assessments is provided at the conclusion of this report.

SUMMARY OF THE ELA GOAL

Persistence Prep recognizes that, while we were able to see a 17% increase in proficiency, we have significant work to do in increasing overall ELA proficiency as measured by the NYS ELA State Assessment, especially in writing and overall assessment stamina. We are encouraged by our growth this year, and especially by the number of scholars we were able to move from a level 1 to a level 2. We feel confident that our positive momentum will continue to be built upon this year and that our absolute ELA performance will continue to rise.

Over our first five years of operation, we have made significant shifts in our ELA program and curricular materials that are positively impacting scholars beginning in Kindergarten. We anticipate a much stronger pipeline of scholars matriculating through our school in future years and are using these high-quality instructional materials to close gaps for our scholars in upper grades; this impact can already be seen in our 3rd grade results with 33% of scholars testing proficient and another 29% testing at high level 2. We will continue to leverage our acceleration block to close gaps and ensure scholars have the just-in-time supports to access grade level content. We also anticipate that our implementation of the Close Reading curriculum in grades 3-6 will continue to have a significant impact on ELA proficiency. More information on our planned actions is included in the Action Plan section below.

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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- 25% of scholars proficient
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.	Data not available at this time
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.	Not 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

EVALUATION OF ELA GOAL

As a school that only just completed its fifth year of operation, this was only our second year that scholars sat the full state assessment in ELA. Given the tumultuous learning environment over the past three years, and the unfinished learning created by COVID-19, our scholars were far from meeting our ELA proficiency goals. The scholars in 4th and 5th grade, specifically, are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth across the school. Most notably, our 5th grade cohort of scholars went from 72% of scholars receiving a Level 1 on the state assessment in 2021-2022, to 42% of scholars receiving a Level 1 in 2022-2023. The continued growth of our academic program is also evident in our 3rd grade test scores, with 33% of scholars proficient and another 45% of scholars testing at a level 2- just a few points shy of proficiency.

We are even more encouraged by the NWEA MAP and DIBELS data we are seeing in grades K-2. Across all grades, we have seen dramatic growth in DIBELS and NWEA MAP, with our school scoring in the 99th percentile for growth in all grade levels. With median conditional growth well above 55 for the majority of our scholars, we feel confident that our shifts and changes are helping close the wide academic gaps that exist. While we are encouraged by the 17% increase in overall proficiency, we are still far from pleased with our absolute results on the state assessment this year, but remain confident in the shifts we are making in our academic program. With strong teacher retention, continued implementation of all high-quality curricular materials, and an increased emphasis on student work analysis, we expect to see a significant increase in scores in the year ahead.

Our full academic dashboard, including a year-to-year data comparison is included as Appendix A.

ELA ACTION PLAN

Based on the strong growth we are observing on the NWEA MAP assessment, improved DIBELS results, and a 17% increase in ELA State Test proficiency, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to absolute grade level proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead. We continue to implement the DIBELS assessment three times per year, as well as the progress monitoring between rounds, to measure the impact of our ELA instruction and interventions. We have also developed standards-aligned interim assessments that mirror the structure of the state assessment that will be administered four times per year. We will utilize this data to make informed decisions about our instructional program and making shifts as needed.

We will continue to implement the Insight Humanities curriculum in grades K-5 and will continue our training with the Lavinia Group directly to support this implementation. In 6th grade, we will implement Insight Middle which contains the core elements and strengths of the Insight Humanities curriculum. We have budgeted for 30 days of on-site support for the 2023-2024 school year, with this support also focusing on state assessment preparation. We will also continue our implementation of the Close Reading for Meaning curriculum through the Lavinia Group for grades 3-5 to further support scholar text comprehension. This year, we purchased iReady books and the teacher toolkit submission for all grade levels to ensure strong, evidence-based lessons and materials for supplemental and small group instruction. In preparation for computer-based testing in Grade 5, we have purchased devices for all middle school scholars to consistently use in class. Scholars will interact with practice tests weekly to learn the platform, and we have purchased the ThinkTech platform for additional practice opportunities to prepare our scholars for the upcoming demands of CBT.

In grades K-2, we are continuing our implementation of the CKLA Skills curriculum to support our daily Foundations block, and are also supplementing with daily Heggerty lessons to improve phonological awareness for our scholars. The CKLA curriculum is fully aligned to the Science of Reading research and the DIBELS assessment. All elementary teachers are also participating in LETRS training which began in August 2023. We saw dramatic improvement in our results in 2021-2022 and believe that continued implementation will strengthen Tier 1 instruction and develop our younger scholars into more proficient and fluent reader

GOAL 2: MATHEMATICS

Students will be proficient in Mathematics.

BACKGROUND

Beginning in the 2022-2023 school year, we shifted all grade levels to the EngageNY modules/Zearn platform to ensure greater vertical alignment in our Math instruction. We also partnered with the team at TNTP for a year long Good to Great training that focused on implementation of the Five Practices protocol for word problems and increased student discourse in math classrooms. This year long partnership included six rounds of on-site visits for observation and feedback, virtual training, and full day professional development sessions. In addition to the core Math block, all scholars also participated in daily fluency and CGI (Cognitively Guided Instruction).

We employed 2 math interventionists who utilized the Bridges Math curriculum to close demonstrated scholar gaps with Tier 2 and 3 scholars. All scholars had access to Zearn for additional practice and support throughout the year.

In the 2022-2023 school year, we also promoted a highly effective founding teacher to the role of Math Instructional Coach. This allowed for coaching caseloads to be smaller and more focused for our Math team, and led to accelerated growth of our Math teachers.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	51	0	4	2	0	0	0	0	55
4	52	1	1	1	0	0	0	0	54
5	53	0	3	0	0	0	0	0	57
All	156	1	8	3	0	0	0	0	166

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	51	17	33%	45	15	33%
4	52	8	15%	44	7	16%
5	53	10	19%	46	8	17%
All	156	35	22%	135	30	22%

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

***At the time of this report's due date, district data and performance data was not available for comparison.**

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 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	45		
4	16%	44		
5	17%	46		
All	22%	135		

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	92.9%	11.5	31.2	-0.96
4	96.2%	9.4	21.9	-0.68
5				
6				
7				
8				
All	94.5%	10.5	26.5	-0.82

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

2022-23 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	154	67	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	150	67	YES
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	67	15	71	YES
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	75%	186	22%	NO

End of Year Performance on 2022-23 NWEA MAP Math 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
2	54%	46	57%	44
3	33%	55	31%	49
4	4%	52	5%	44
5	4%	56	4%	49
All	22%	209	22%	186

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

Grades	Median Growth Percentile	Number Tested
K	88	52
1	78	47
2	71	43
3	77	53
4	67	49
5	62	52
6		
7		
8		

SUMMARY OF THE MATHEMATICS GOAL

Persistence Prep recognizes that we have significant work to do in increasing Mathematics proficiency as measured by the NYS Math State Assessment, especially in extended response questions. In the 2022-2023 school year, Persistence Prep did not meet any of the goals outlined in our accountability plan, but did make progress in meeting each. With district data not yet publicly available, we are unable to see how our scores compare to the Buffalo City School District and other local charter schools, but feel proud of the forward progress demonstrated by our scholars. Overall Math proficiency improved by 11% this year, with noticeable strength in 3rd grade, with 33% of scholars testing proficient. We anticipate this trend will continue with much stronger scholars matriculating through our school in future years. We will continue to work diligently to close gaps for our older scholars through acceleration block and daily Math lab, as well as RtI. More information on our plan for 2023-2024 is included in the action plan section below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	NOT AVAILABLE
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.	NO

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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
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EVALUATION OF THE MATHEMATICS GOAL

As a school that only just completed its fifth year of operation, this was only our second year that scholars sat the full state assessment in ELA. Given the tumultuous learning environment over the past three years, and the unfinished learning created by COVID-19, our scholars were far from meeting our Math proficiency goal of 75%. The scholars in 4th and 5th grade, specifically, are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth across the school.

On the 2022-2023 state assessment, we saw overall school proficiency rise from 11% to 22%. While we are not happy with these absolute results and recognize the work still ahead of us, we are pleased with the forward growth trajectory. Most notably, proficiency in 3rd grade rose from 12% to 33%. As a school, we saw a reduction in the percent of scholars testing at a Level 1 from 64% in 2021-2022 to 37% in 2022-2023.

We are most encouraged by our NWEA Math MAP data, with our school scoring in the 99th percentile for growth. The overwhelming majority of our scholars had median conditional growth percentiles well over the goal of 55, with a median of 67 for grades 3-5. We also tremendous growth from our scholars with special needs this year, with a median conditional growth of 71 for this sub-group. This data is evidence that our instructional program and shifts are working and that we must stay the course to recover all learning lost during the COVID-19 pandemic. With strong teacher retention, continued implementation of all high-quality curricular materials, and an increased emphasis on student work analysis, we expect to see a significant increase in scores in the year ahead.

Our full academic dashboard, including a year-to-year data comparison is included as Appendix A.

MATHEMATICS ACTION PLAN

Stronger math instruction where the heavy cognitive load is on scholars was the major focus area of 2022-2023 for our school. We partnered with TNTP for a year-long cycle of Good to Great training that centered around The Five Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your Elementary Classroom. This training also included opportunities to "Train the Trainer" so that our Math Instructional Coaches could continue to move the work forward. Our teachers continue to engage in professional development, video analysis, and observation/feedback cycles centered around improving math discourse in classrooms.

In terms of curriculum, we are continuing to use the EngageNY modules/ Zearn (Eureka) for all grade levels. We believe that this vertical alignment was a major driver of the improvement we saw last year and will continue to allow scholars to matriculate from grade to grade more seamlessly. We have also written high-quality, standards-aligned interim assessments in grades K-6 that will be administered and analyzed four times throughout the year. This analysis will provide us with more consistent data to inform our instruction and make shifts as necessary.

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To address the needs of our growing school, we hired another full-time Math Interventionist who will specifically work with scholars in grades 4-6. To bolster our math intervention and allow for more consistent progress monitoring, we purchased the AimsWeb assessment suite. This platform allows for more targeted data and the development of individualized intervention plans for each scholar. Our interventionists will continue to use the Bridges curriculum with Tier 3 scholars, and also have access to iReady lessons and materials for Tier 2 scholars. In our middle school (grades 5-6) we have also implemented a daily Math Lab into the school schedule to allow dedicated time for small group instruction and support. Grades K-4 are continuing with daily acceleration focused on both Math and ELA.

Based on the strong growth we are observing on the NWEA MAP assessment, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead.

GOAL 3: SCIENCE

Scholars will be proficient in Science.

BACKGROUND

As Persistence Prep continues to grow and expand, Science has become a greater focus area for our school. In the 2022-2023 school year, all 3rd-5th grade scholars moved to a daily Science block with a dedicated Science teacher, while K-2 scholars continued to receive Science instruction in their homerooms three times per week. All grade levels utilize the Amplify Science curriculum.

No scholars were assessed on a state assessment in Science in 2022-2023. We are continuing our implementation of Amplify Science and preparing for the 5th grade assessment in the year ahead. With the addition of sixth grade in the 2023-2024 school year, we have added another dedicated Science teacher to work specifically with our middle school scholars.

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	Comprehensive Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

While our current Accountability Status indicates Comprehensive Support and Improvement, we feel confident about the academic trajectory our school and scholars are on. This data and status was based upon our first, and only, year of state testing following over two years of disrupted learning. Since returning from the disrupted learning of the COVID-19 pandemic, we have been able to post consistent strong growth scores on all assessments, implement new, evidence-based curriculum, retain strong talent, and improve the overall academic culture of our school. We feel confident in our continued growth and improvement and believe we will return to a school in Good Standing within two years.

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APPENDIX A: PERSISTENCE PREP MASTER ACADEMIC DASHBOARD 22-23

		DIBELS DATA			
		BOY	MOY	EOY	EOY GOAL
KINDERGARTEN	% of scholars at benchmark or above	18%	24%	75%	50%
	% of scholars not at benchmark who made above average growth or above		10%	15%	75%
FIRST GRADE	% of scholars at benchmark or above	22%	20%	45%	50%
	% of scholars not at benchmark who made above average growth or above		14%	15%	75%
SECOND GRADE	% of scholars at benchmark or above	40%	47%	62%	50%
	% of scholars not at benchmark who made above average growth or above		35%	35%	75%
THIRD GRADE	% of scholars at benchmark or above	42%	46%	51%	50%
	% of scholars not at benchmark who made above average growth or above		17%	31%	75%
FOURTH GRADE	% of scholars at benchmark or above	23%	40%	39%	50%
	% of scholars not at benchmark who made above average growth or above		28%	58%	75%
FIFTH GRADE	% of scholars at benchmark or above	30%	34%	61%	50%
	% of scholars not at benchmark who made above average growth or above		31%	57%	75%

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NWEA MAP: ELA		BOY	MOY	EOY	EOY GOAL
KINDERGARTEN	% of scholars at projected proficiency				
	% of scholars who met growth goal		70%	72%	75%
	Median student conditional growth percentile		57.5	66	>55
FIRST GRADE	% of scholars at projected proficiency				
	% of scholars who met growth goal		56%	60%	75%
	Median student conditional growth percentile		56	55	>55
SECOND GRADE	% of scholars at projected proficiency	14%	21%	33%	35%
	% of scholars who met growth goal		76%	69%	75%
	Median student conditional growth percentile		58	55	>55
THIRD GRADE	% of scholars at projected proficiency	22%	22%	26%	35%
	% of scholars who met growth goal		73%	77%	75%
	Median student conditional growth percentile		58	63	>55
FOURTH GRADE	% of scholars at projected proficiency	7%	19%	12%	35%
	% of scholars who met growth goal		64%	57%	75%
	Median student conditional growth percentil		62	56	>55
FIFTH GRADE	% of scholars at projected proficiency	7%	11%	9%	35%
	% of scholars who met growth goal		78%	62%	75%
	Median student conditional growth percentil		59	60	>55

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NWEA MAP: MATH					
		BOY	MOY	EOY	EOY GOAL
KINDERGARTEN	% of scholars at projected proficiency				
	% of scholars who met growth goal		78%	87%	75%
	Median student conditional growth percentile		78	88	>55
FIRST GRADE	% of scholars at projected proficiency				
	% of scholars who met growth goal		56%	77%	75%
	Median student conditional growth percentile		56	78	>55
SECOND GRADE	% of scholars at projected proficiency	29%	36%	54%	35%
	% of scholars who met growth goal		65%	74%	75%
	Median student conditional growth percentile		60	71	>55
THIRD GRADE	% of scholars at projected proficiency	13%	20%	33%	35%
	% of scholars who met growth goal		65%	83%	75%
	Median student conditional growth percentile		62.5	77	>55
FOURTH GRADE	% of scholars at projected proficiency	0%	2%	4%	35%
	% of scholars who met growth goal		55%	82%	75%
	Median student conditional growth percentile		57.5	67	>55
FIFTH GRADE	% of scholars at projected proficiency	4%	2%	4%	35%
	% of scholars who met growth goal		65%	69%	75%
	Median student conditional growth percentile		64.5	62	>55

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NWEA MAP: DISAGGREGATED GROUPS				
		GOAL	MATH	ELA
BC (K)	SEVERAL GL BELOW	>65	92	66
	ONE GL BELOW	>60	77	37
	ALMOST AT GL	>55	84	57
	GL OR ABOVE	>50	67	62
		GOAL	MATH	ELA
HOWARD (K)	SEVERAL GL BELOW	>65	95	77
	ONE GL BELOW	>60	88	80
	ALMOST AT GL	>55	99	77
	GL OR ABOVE	>50	87	63
		GOAL	MATH	ELA
CORNELL (1st)	SEVERAL GL BELOW	>65	78	54
	ONE GL BELOW	>60	85	66
	ALMOST AT GL	>55	n/a	84
	GL OR ABOVE	>50	91	39
		GOAL	MATH	ELA
UB (1st)	SEVERAL GL BELOW	>65	78	76
	ONE GL BELOW	>60	78	46
	ALMOST AT GL	>55	79	54
	GL OR ABOVE	>50	74	34
		GOAL	MATH	ELA
CANISIUS (2nd)	SEVERAL GL BELOW	>65	78	52
	ONE GL BELOW	>60	85	81
	ALMOST AT GL	>55	99	61
	GL OR ABOVE	>50	75	57
		GOAL	MATH	ELA
SPELHOUSE (2nd)	SEVERAL GL BELOW	>65	56	66
	ONE GL BELOW	>60	72	52
	ALMOST AT GL	>55	80	65
	GL OR ABOVE	>50	41	50
		GOAL	MATH	ELA
BUFF STATE (3rd)	SEVERAL GL BELOW	>65	86	54
	ONE GL BELOW	>60	75	65
	ALMOST AT GL	>55	56	24
	GL OR ABOVE	>50	77	63
		GOAL	MATH	ELA
HAMPTON (3rd)	SEVERAL GL BELOW	>65	58	82
	ONE GL BELOW	>60	93	74
	ALMOST AT GL	>55	73	70
	GL OR ABOVE	>50	52	78
		GOAL	MATH	ELA
FAMU (4th)	SEVERAL GL BELOW	>65	67	71
	ONE GL BELOW	>60	56	33
	ALMOST AT GL	>55	79	71
	GL OR ABOVE	>50	n/a	61
		GOAL	MATH	ELA
UCLA (4th)	SEVERAL GL BELOW	>65	70	23
	ONE GL BELOW	>60	65	61
	ALMOST AT GL	>55	22	46
	GL OR ABOVE	>50	n/a	n/a
		GOAL	MATH	ELA
UNC (5th)	SEVERAL GL BELOW	>65	71	58
	ONE GL BELOW	>60	46	37
	ALMOST AT GL	>55	n/a	38
	GL OR ABOVE	>50	27	61
		GOAL	MATH	ELA
DUKE (6th)	SEVERAL GL BELOW	>65	64	90
	ONE GL BELOW	>60	64	75
	ALMOST AT GL	>55	69	61
	GL OR ABOVE	>50	30	65

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STATE TEST PROFICIENCY DASHBOARD: COMPARISON OF 2021-2022 TO 2022-2023

ELA

	1		2		3		4		TOTAL PROFICIENT	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
3RD	43%	37%	45%	29%	12%	25%	0%	8%	12%	33%
4TH	72%	41%	24%	39%	4%	20%	0%	0%	4%	20%
5TH		42%		38%		15%		6%		21%
OVERALL	58%	40%	35%	35%	8%	20%	0%	5%	8%	25%

MATH

	1		2		3		4		TOTAL PROFICIENT	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
3RD	60%	24%	29%	43%	12%	25%	0%	8%	12%	33%
4TH	68%	42%	23%	42%	6%	15%	4%	0%	10%	15%
5TH		45%		36%		19%		0%		19%
OVERALL	64%	37%	26%	40%	9%	20%	2%	2%	11%	22%

2022 vs. 2023 EOY DATA COMPARISON

DIBELS: PERCENT OF STUDENTS BENCHMARK OR ABOVE

	EOY 2022	EOY 2023
KINDER	49%	75%
FIRST	40%	45%
SECOND	33%	62%
THIRD	29%	51%
FOURTH	33%	39%
FIFTH		61%

MAP ELA: PERCENT OF SCHOLARS MEETING GROWTH GOAL

	EOY 2022	EOY 2023
KINDER	56%	72%
FIRST	66%	60%
SECOND	39%	69%
THIRD	77%	77%
FOURTH	71%	57%
FIFTH		62%

MAP MATH: PERCENT OF SCHOLARS MEETING GROWTH GOAL

	EOY 2022	EOY 2023
KINDER	68%	87%
FIRST	80%	77%
SECOND	53%	74%
THIRD	71%	83%
FOURTH	63%	82%
FIFTH		69%

MAP ELA: MEDIAN CONDITIONAL GROWTH PERCENTILE

	EOY 2022	EOY 2023
KINDER	54	66
FIRST	57	55
SECOND	41	55
THIRD	82	63
FOURTH	63	56
FIFTH		60

MAP MATH: MEDIAN CONDITIONAL GROWTH PERCENTILE

	EOY 2022	EOY 2023
KINDER	66	88
FIRST	70	78
SECOND	49	71
THIRD	66	77
FOURTH	62	67
FIFTH		62