Elmwood Village Charter School Days Park

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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Melina Hong, Data Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Danielle Bruno has served as the Principal since 2016.

SCHOOL OVERVIEW

EVCS Days Park opened in 2006 with 125 students in grades K-4. The original configuration of the school was to be K-6, with one class at each grade level. As EVCS graduated its first class of 6th graders the administration and trustees realized the need to expand through 8th grade. EVCS also decided to add an additional class at each grade level. The percentage of economically disadvantaged students grew from 25% in 2006 to 53% in 2018-2019. EVCS Days Park moved to its current location in 2012 and added busing in 2013.

The mission of the School is as follows: "The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions."

Key Design Elements:

- Small, K-8 community: EVCS has 2 classrooms per grade level, with all of its students located in the same facility, building a sense of closeness and community.
- Small Class Size: EVCS has an average of 25 students per class.
- Student-Teacher Ratio: each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- Community alliances: students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- More time on task: extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- Interdisciplinary curriculum: EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- Arts integration: arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students' test scores.
- Parental involvement: Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.
- Technology integration: EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.

- Instructional coaching: EVCS sees our teaching staff as a great asset and their continued development over time is critical to student success. EVCS employs three instructional coaches and a curriculum director who provide classroom teachers with targeted feedback and support in order to continue to get better.

In March 2020, EVCS pivoted to a remote learning program where there was a continued focus on providing a stimulating and engaging learning environment virtually. Without skipping a single planned instructional day, EVCS launched remote learning through Google Classroom. EVCS deployed school technology to make sure every student could access online learning. In virtual classrooms, teachers used a variety of creative methods to instruct students in both synchronous and asynchronous lessons and continued to drive student connection to their community and one another.

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	50	51	51	52	53	51	26	20	21					376
2016-17	49	50	52	52	52	50	51	23	19					398
2017-18	48	49	52	53	52	51	49	44	22					420
2018-19	47	50	52	52	53	52	52	49	42					449
2019-20	50	48	51	52	52	51	52	50	43					449

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary 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

Elmwood Village Charter School Days Park students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the STAR Reading and STAR Early Literacy assessment.

MEASURED GOAL: By end of year, 65% of students will be proficient on the nationally normed STAR ELA with an average growth of 60% .

BACKGROUND

ELA was taught in alignment with the NYS Common Core Learning Standards (in 2020-2021 we will be shifting to the Next Generation Learning Standards). EVCS's elementary literacy instruction is centered around, but not limited to the Wonders reading program.

Wonders K-6 program consists of six units per grade level. Within each unit, five weekly lessons guided by an essential question tie the multiple readings and activities of the weeks together. Week six of every unit is designated for assessment and extended project work. At the center of each week's core instruction are the Literature Anthology weekly selections (for grades 2-6, second half of grade 1) and the Literature Big Book (for kindergarten, first half of grade 1), which contain consistently high-quality authentic text selections. Wonders also provides ample vocabulary practice with carefully selected words. Vocabulary protocols are organized to introduce, enrich, and extend academic language. Phonics, grammar, and spelling lessons are all research-based, sensibly paced, and sequenced.

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students K-6, the focus is on guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students' background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

Students in grades 7-8 will participate in literature circles using complex texts to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Literature circles provide excellent opportunities for students to develop proficiency with these specific anchor standards for reading such as:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing Workshop – K-6

EVCS uses the Writing Workshop model of writing instruction. Writing workshop is a processed-based writing curriculum that allows us to have coherency across all grades (K-6). Students work on

specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing (within genres). Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time, at which time the teacher moves around the room conferring with student about their work. Students are encouraged to write for an audience and each workshop ends with a sharing of student work. Each unit of study ends with a publishing party where students share their completed work. With the adoption of the Common Core State Standards, EVCS made the decision to purchase the Units of Study in Opinion, Information, and Narrative Writing published by Heinemann. This curriculum reflects the genres for writing that are spelled out by the Common Core Standards and gives children several opportunities to write in those genres: narrative, persuasive, informational, and poetry. It places a heavy emphasis on revision. Written by grade level, this resource takes the school year month-by-month and guides teachers towards instructing with a balance of narrative and nonfiction writing.

Remote Learning

During remote learning, we continued with our planned as much as possible. However, many of our students were sharing devices with other family members and many experienced connectivity problems, making equitable, daily synchronous instruction unrealistic. For that reason, almost all of our ELA instruction was delivered asynchronously. This required significant modification to the content. In addition, due to the circumstances of the pandemic, we shortened the school day dramatically (to between 2-4 hours, depending on grade level) to be responsive to the needs of our students and families. This affected our ability to keep up with pacing guides and to deliver all of the content planned for trimester 3. Teachers, in collaboration with instructional coaches, revised their Trimester 3 Alignment Maps to prioritize learning standards that would maximize instructional time and focus instructional outcomes on the most important learning targets.

Assessment

Students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 2-8). These assessments allow EVCS staff to monitor student progress, create student groups, and individualize student programming and allow us to compare our student results and progress with the many other students and schools utilizing the test. While we had planned to use the STAR assessment three times, we were only able to assess twice due to COVID-19. During the school year, we also utilized the STEP assessment to provide students with targeted support in reading and leveraged our own district-created ELA interim assessments to get a more focused look at mastery of specific standards.

METHOD

During the school year, EVCS administered the nationally normed STAR test for ELA. While we had planned to give this assessment three times (beginning of the year, middle of the year, end of the year), we did not administer the end of the year assessment.

The STAR allows us to measure both proficiency and growth (SGP):

- For the STAR ELA assessment, EVCS sets the bar for proficiency at 60%. When we have used this bar for proficiency in the past, there are more students who score proficient on the NYS Assessment than score proficient on the STAR, so we believe that 60% is a very rigorous bar.
- By the end of the school year, EVCS aims to have our average STAR growth (SGP) to be 60% or higher. Since the STAR is a nationally normed test, this allows us to see that EVCS students are taking bigger strides on average than other students taking the test.

RESULTS AND EVALUATION

Below are EVCS Days Park students averages for the STAR ELA tests given in January 2020.

SY 19/20 – STAR Early Literacy & STAR Reading (middle of the year)				
Grade	Assessment	# of Students (middle of the year)	% Proficient (middle of the year)	Growth (middle of the year)
K	STAR Early Literacy	50	56.0%	49.1%
1	STAR Early Literacy	49	44.9%	58.8%
2	STAR Reading	52	58.8%	73.7%
3	STAR Reading	52	50.0%	50.1%
4	STAR Reading	52	61.5%	62.5%
5	STAR Reading	51	47.1%	50.9%
6	STAR Reading	52	44.2%	56.3%
7	STAR Reading	49	24.5%	52.3%
8	STAR Reading	43	25.6%	52.3%
OVERALL	STAR ELA	450	46.2%	55.2%

Instructional coaches provided teachers with spaces to digest student data and differentiate student groups. Early identification of students who needed additional support for ELA via AIS allowed students who were behind to get additional support. These strategies had a clear impact when looking at the beginning of the year STAR ELA proficiency, taken in October 2019, and the middle of the year proficiency:

Grade	Assessment	% Proficient (beginning of the year)	% Proficient (middle of the year)
K	STAR Early Literacy	48.0%	56.0%
1	STAR Early Literacy	25.0%	44.9%
2	STAR Reading	34.0%	58.8%

3	STAR Reading	44.2%	50.0%
4	STAR Reading	42.3%	61.5%
5	STAR Reading	36.5%	47.1%
6	STAR Reading	36.5%	44.2%
7	STAR Reading	30.0%	24.5%
8	STAR Reading	20.9%	25.6%

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

While EVCS Days Park did not meet the end of year target at mid-year, clear progress was made between the beginning of the year test, and middle of the year test.

Type	Measure	Outcome
Absolute	By end of year, 65% of students will be proficient on the nationally normed STAR ELA.	Not Met by Mid-Year
Growth	By end of year, students will achieve an SGP (growth) average of 60% on the nationally normed STAR ELA	Not Met by Mid-Year

ACTION PLAN

EVCS has had time to build a better technology infrastructure, so all students will be one-to-one with devices. This will allow us to shift toward a model of synchronous lesson delivery for core subjects during any period of remote instruction. This will increase engagement and provide opportunities for more robust feedback and assessment, that will help drive strong, targeted instruction.

In its second year with three full time instructional coaches, EVCS will continue to develop coaching structures that best support teacher development and student success. Coaches will provide key support during an uncertain time when EVCS may shift quickly between remote and hybrid schooling.

Coaches will translate the observation/feedback cycle to a remote environment, in order to make sure teachers are still getting frequent, high quality feedback around and teaching and learning.

In addition, we know that students will return to school this year missing content and skills from the previous year. We also know that students will bring with them effects of trauma, and that many may still be experiencing high levels of anxiety and uncertainty. And, we will be asking them to do at least a portion of their learning in an online environment. Given all of this, we know that during our time with students, we need to place a laser-like focus on the content that matters most. We have worked with our grade level teams to identify power standards at each grade level that represent the most important work of each grade. During PLC time, teachers will engage in collaborative unit planning that will begin with these Power Standards, and teaching teams will:

1. Unwrap each standard for clarity.
2. Develop a learning progression.
3. Design weekly common formative assessments to monitor progress, and short summative assessments to check for mastery.
4. Develop criteria for success and/or rubrics for assessment items
5. Use data from CFAs for team data conversations to identify needs
6. Design interventions and extensions and utilize all grade level faculty to implement

Grade level teams will meet weekly to look at student work from the common formative assessments and design targeted reteach lessons. We will track students' performance over time on these common formative assessments. This data will be paired with data from short, summative assessments to help us determine student mastery of subject matter over time. This more focused and targeted assessment plan will be implemented in lieu of the interim assessments we had previously been administering four times per year.

Academic Intervention Services (AIS) will be provided for students synchronously. Data from the universal screening tool (STAR), along with other measures, will determine eligibility for these services. AIS services will be delivered synchronously on a daily basis. AIS teachers will utilize the remote learning platform for LLI as the primary resource for reading support services.

EVCS will monitor and track student proficiency of subject matter through:

- STAR reports (proficiency levels, growth)
- Common formative assessments
- Common summative assessments
- Standards-based report cards (focus on Power Standards)
- STEP progress monitoring tools
- Online curriculum-based data collection and reporting tools

The shift to remote instruction has led us to make some changes to curricular materials. This was done in order to provide students content, materials, and instruction that is well suited to an online learning environment. The most significant changes are as follows:

- Addition of daily Heggerty phonemic awareness and phonics videos in grades K and 1 to support foundational reading skills.
- Shift from Wonders to NSSI/Cadence ELA curriculum for grades 3-5. Some of our students and faculty participated in the NSSI summer program. Feedback from both parties was overwhelmingly positive. We were impressed with the engaging and rigorous curriculum,

along with the support provided by mentor teachers for internalizing the lesson and looking at student work.

- Shift from Wonders to TLAC ELA curriculum and novel study for grade 6.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary 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.

Goal 2: Mathematics

Elmwood Village Charter School Days Park students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the STAR Math Assessment.

MEAURED GOAL: By end of year, 65% of students will be proficient on the nationally normed STAR Math Assessment, with an average growth of 60% .

BACKGROUND

EVCS utilized Everyday Mathematics as its core curricular program in grades K-6 for the 2019-2020 school year. Grades 7 and 8 used teacher created units

Remote Learning:

During remote learning, we continued with our planned curriculum, as much as possible. However, many of our students were sharing devices with other family members and many experienced connectivity problems, making equitable, daily synchronous instruction unrealistic. For that reason, almost all of our Math instruction was delivered asynchronously. This required significant modification to the content. In addition, due to the circumstances of the pandemic, we shortened the school day dramatically (to between 2-4 hours, depending on grade level) in order to be responsive to the needs of our students and families. This affected our ability to keep up with pacing guides and to deliver all of the content planned for Trimester 3. Teachers, in collaboration with instructional coaches, revised their Trimester 3 Alignment Maps to prioritize learning standards that would maximize instructional time and focus instructional outcomes on the most important learning targets.

Assessment

Students in grades 1-8 take the STAR Math Assessment. This assessment allows EVCS staff to monitor student progress, create student groups, and individualize student programming and allow us to compare our student results and progress with the many other students and schools utilizing the test. While we had planned to use the STAR assessment three times, we were only able to assess twice due to COVID-19. During the school year, we also leveraged our own district-created Math interim assessments to get a more focused look at mastery of specific standards.

METHOD

During the school year, EVCS administered the nationally normed STAR test for Math. While we had planned to give this assessment three times (beginning of the year, middle of the year, end of the year), we did not administer the end of the year assessment. The STAR allows us to measure both proficiency and growth (SGP):

- For the STAR Math assessment, EVCS sets the bar for proficiency at 60%. When we have used this bar for proficiency in the past, there are more students who score proficient on the NYS Assessment than score proficient on the STAR, so we believe that 60% is a very rigorous bar.
- By the end of the school year, EVCS aims to have our average STAR growth (SGP) to be 60% or higher. Since the STAR is a nationally normed test, this allows us to see that EVCS students are taking bigger strides on average than other students taking the test.

RESULTS AND EVALUATION

Below are EVCS Days Park student averages for the STAR Math tests given in January 2020. Several grades met the end of year school goal for proficiency (65%) at mid-year (2nd grade, 7th grade, 8th grade), with several others already very close (3rd grade, 4th grade, 5th grade). Several grades met the end of year school goal for growth at mid-year (2nd grade, 4th grade, 7th grade, 8th grade), with several others already very close (5th grade, 6th grade).

SY 19/20 – STAR Early Literacy & STAR Reading (middle of the year)				
Grade	Assessment	# of Students (middle of the year)	% Proficient (middle of the year)	Growth (middle of the year)
1	STAR Math	49	42.9%	42.2%
2	STAR Math	52	69.2%	71.2%
3	STAR Math	52	63.5%	42.8%
4	STAR Math	52	63.5%	63.8%
5	STAR Math	51	60.8%	58.4%
6	STAR Math	52	53.8%	57.4%
7	STAR Math	49	67.3%	78.3%
8	STAR Math	43	74.4%	61.0%

OVERALL	STAR Math	400	61.8%	59.4%

Instructional coaches provided teachers with spaces to digest student data and differentiate student groups. Early identification of students who needed additional support for Math via AIS allowed students who were behind to get additional support. These strategies had a clear impact when looking at the beginning of the year STAR Math proficiency, taken in October 2019, and the middle of the year proficiency:

Grade	Assessment	% Proficient (beginning of the year)	% Proficient (middle of the year)
1	STAR Math	25.0%	42.9%
2	STAR Math	29.4%	69.2%
3	STAR Math	57.7%	63.5%
4	STAR Math	48.1%	63.5%
5	STAR Math	43.1%	60.8%
6	STAR Math	48.1%	53.8%
7	STAR Math	48.0%	67.3%
8	STAR Math	58.1%	74.4%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

While EVCS Days Park did not meet the end of year target at mid-year, progress made between the beginning of the year test, and middle of the year test, shows that if the year continued as expected and end of year testing was completed, EVCS would have been likely to meet the target.

Type	Measure	Outcome
Absolute	By end of year, 65% of students will be proficient on the nationally normed STAR Math.	Not Met by Mid-Year
Growth	By end of year, students will achieve an SGP (growth) average of 60% on the nationally normed STAR Math.	Not Met by Mid-Year

ACTION PLAN

EVCS has had time to build a better technology infrastructure, so all students will be one-to-one with devices. This will allow us to shift toward a model of synchronous lesson delivery for core subjects during any period of remote instruction. This will increase engagement and provide opportunities for more robust feedback and assessment, that will help drive strong, targeted instruction.

In its second year with three full time instructional coaches, EVCS will continue to develop coaching structures that best support teacher development and student success. Coaches will provide key support during an uncertain time when EVCS may shift quickly between remote and hybrid schooling.

Coaches will translate the observation/feedback cycle to a remote environment, in order to make sure teachers are still getting frequent, high quality feedback around and teaching and learning.

In addition, we know that students will return to school this year missing content and skills from the previous year. We also know that students will bring with them effects of trauma, and that many may still be experiencing high levels of anxiety and uncertainty. In addition, we will be asking them to do at least a portion of their learning in an online environment. Given all of this, we know that during our time with students, we need to place a laser-like focus on the content that matters most. We have worked with our grade level teams to identify power standards at each grade level that represent the most important work of each grade. During PLC time, teachers will engage in collaborative unit planning that will begin with these Power Standards, and teaching teams will:

1. Unwrap each standard for clarity.
2. Develop a learning progression.
3. Design weekly common formative assessments to monitor progress, and short summative assessments to check for mastery.
4. Develop criteria for success and/or rubrics for assessment items
5. Use data from CFAs for team data conversations to identify needs
6. Design interventions and extensions and utilize all grade level faculty to implement

Grade level teams will meet weekly to look at student work from the common formative assessments and design targeted reteach lessons. We will track students' performance over time on these common formative assessments. This data will be paired with data from short, summative assessments to help us determine student mastery of subject matter over time. This more focused and targeted assessment plan will be implemented in lieu of the interim assessments we had previously been administering four times per year.

EVCS will monitor and track student proficiency of subject matter through:

- STAR reports (proficiency levels, growth)
- Common formative assessments
- Common summative assessments
- Standards-based report cards (focus on Power Standards)
- Online curriculum-based data collection and reporting tools

The shift to remote instruction has led us to make some changes to curricular materials. This was done in order to provide students content, materials, and instruction that is well suited to an online learning environment. The most significant change to math is as follows:

- Shift from Everyday Math in K-6 to Zearn. Zearn was chosen for stronger alignment with the Next Gen Standards, its strong technology component, and the strong support for remote instruction, including learning recovery plans.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Elmwood Village Charter School Days Park students will be proficient in scientific process and inquiry skills able to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the EVCS science interim exams.

MEASURED GOAL: Middle school students will achieve an average of 65% mastery on interim science assessments that are aligned to the NYS Science Assessment.

BACKGROUND

Science instruction is aligned to New York State Standards for science, as well as the CCSS for Literacy in Science and Technology. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. The Schools use the National Geographic Science program, which builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

The Next Generation Science Standards (NGSS) represent a significant transition from our previous state standards in that they explicitly call for a multidimensional approach to teaching. This is a shift from common practice which emphasizes content knowledge first, application next, and connections between and across disciplines last. For teachers who have been asked to prioritize content in the past, giving equal emphasis to the science and engineering practices (SEP) and crosscutting concepts (CCC) requires different ways of thinking, lesson planning, and daily instruction. The disciplinary core ideas (DCI) provide familiar and safe ground because they include the ideas of traditional content we have prioritized in the past.

METHOD

EVCS 7th and 8th grade students take interim assessments for science once a quarter. Questions for these assessments are generally aligned to state standards and pulled from the NYS Science Assessment. Basic mastery is calculated for the number of correct answers divided by the total possible points.

Prior to the sixth grade, EVCS does not provide common interim science assessments for teachers outside of the NYS Assessment for science in the 4th grade. Teachers utilize exit tickets and teacher created assessments to understand student learning.

RESULTS AND EVALUATION

Achievement on the first and second science Interim Assessment was high. 7th grade students met the goal for both Interim Assessments, and 8th grade students met the goal for one Interim Assessment and were close to meeting the goal for the second Interim Assessment:

Grade	Average Mastery – Interim Assessment #1	Average Mastery – Interim Assessment #2
7	77.0%	69.0%
8	70.0%	64.0%

ADDITIONAL EVIDENCE

In prior years, EVCS Days Park has met or come close to meeting the goal of 75% of students proficient on the NYS Science Assessment (taken in 4th and 8th grade). The historical results for the previous 3 years are included here:

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	46	91.8	49	91.3	46
8	88.9	18	80.1	21	69.2	39
All	94.5	64	86	72	80.3	85

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Type	Measure	Outcome
Absolute	Students will achieve an average of 65% mastery on interim science assessments that are aligned to the NYS Science Assessment.	Met

ACTION PLAN

To deliver strong science instruction in a remote and/or hybrid environment, it is important have access to rich online content. Our K-5 teachers will rely on Mystery Science for phenomena-based lessons and will supplement these lessons with additional reading from websites such as NewsEla, Pebble Go, Scholastic to build content knowledge.

In grades 6-8 we be shifting from teacher created units to Amplify. Amplify was chosen for its alignment with NGSS, as well as its strong online content for virtual instruction, including simulations for lab work.

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.

RESULTS AND EVALUATION

EVCS Days Park was designated as a school in good standing.

ADDITIONAL EVIDENCE

EVCS Days Park was designated as a school in good standing in 2019-2020 school year based on a self-assessment which examined STAR growth data for ELA and Math.

Accountability Status by Year	
Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

> **Goal S: Parent Satisfaction**
>
> Family satisfaction, as measured by survey, will exceed 85%.
>
> 80% of responding parents will report that they feel the school is safe as measured by an annual survey.
>
> **Goal S: Absolute Measure**
>
> Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

EVCS used the online service SurveyMonkey as the method for collecting responses related to family satisfaction with its schools. The surveys are entitled "EVCS Family Survey [Year]." All attending families were sent messages requesting that they respond to the survey; reminders were sent before closing out the survey.

Responses were collected toward the end of the academic year, during approximately a three-week period. Questions on academics, programs, staffing, and school life were included.

RESULTS

Parents were generally satisfied with EVCS's programs, supports, and community.

2019-20 Parent Satisfaction Survey Response Rate		
Number of Responses	# of Students (included in responses)	Response Rate
237	321	71.3%

2019-20 Parent Satisfaction on Key Survey Results	
Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	100%
Our school's academic program is of high quality	99.5%
My child has access to a variety of resources to help him/her learn.	98.5%
My child is being well-prepared to continue his/her education.	96.9%
Our school provides students and teachers with a safe and orderly environment.	97.9%

EVALUATION

The school met the measure set out in the family satisfaction goal. Even considering the COVID-19 pandemic and virtual learning for 3 months, EVCS continued to have a high degree of satisfaction. This is also clear by its retention rate from year to year. There are always individual concerns that are shared in the survey which gives the School administration an opportunity to reexamine its programs and procedures.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

EVCS tracks students who leave in the student information system (SIS) as well as in separate spreadsheets. To calculate retention, the SY18/19 enrollment as of BEDS day was compared to the SY19/20 enrollment as of BEDS day. The information is disaggregated by at-risk subgroups as well.

RESULTS

EVCS Days Park retained 89.9% of students eligible to return the following year. EVCS Days Park retained 84.8% of its students with disabilities, 71.4% of is students who receive ELL services, and 90.1% of its students who are economically disadvantaged.

2019-20 Student Retention Rate			
2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment − Graduates)
449	42	366	89.9%

EVALUATION

EVCS was within 0.1% of meeting this goal.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	95%
2018-19	93.7%
2019-20	89.9%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

EVCS Days Park's attendance rate is tracked in its SIS. Teachers take attendance daily with office staff making corrections for students who are tardy, on suspension, or with an excused absence. Its daily attendance rate is one of the reports that is provided in PowerSchool and it is run at the end of the school year, before the rollover to the next academic year. During the pandemic, EVCS still took attendance, but utilized a customized Google Spreadsheet to keep track of both daily student involvement and student work completion. The results below are separated for the period of the school year prior to March 16th (the first day closed) and after March 16th.

RESULTS

Prior to school closures in March, EVCS' overall attendance was 94.3%. EVCS utilized attendance tools included with the attendance module of PowerSchool to contact parents when students are absent or tardy and to send letters home regularly when students are absent from school. The EVCS Days Park school counselor also focused on students missing consecutive days of school.

During remote learning, EVCS gathered more detailed attendance data from teachers to understand when students were logging in and how much work they were completing. Between March 16th and June 24th, EVCS Days Park's daily attendance was 88.7% with about 75% of students completing all or most of their assigned work daily.

EVALUATION

When just looking at in-person instruction between September and mid-March, EVCS was within 0.7% of meeting the 95% target. After school closures, attendance did decline below the 90% goal, but a strong majority of students were engaging each day and completing all or most of their assigned work. Since EVCS will start SY20/21 completely virtual, structures were put in place (such as more synchronous learning sessions on Zoom, weekly teacher calls, progress reports, an attendance committee reviewing data and absences each week) to ensure virtual engagement is high.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	95%
2018-19	92.9%
2019-20	94.3%