



# **Sisulu-Walker Charter School of Harlem**

## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Principal Michelle Haynes prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Martez Moore	Chair
Minnie Goka	Vice Chair
Jeremy Harris	Trustee
Monique Ware	Trustee
Rita Hanes	Trustee
Erika Ewing	Trustee
Joseph Drayton	Trustee

**Michelle Haynes has served as Sisulu-Walker Charter School of Harlem principal since 2011**

## SCHOOL OVERVIEW

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of the programmatic adjustments the school made as a response to the transition to remote learning in March 2020.

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American Civil Rights Movement.

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.

Despite the devastating effect that COVID-19 has had on our community, SWCS, through the concerted effort of our academic and operational teams, was able to meet the educational needs of our students and families. All SWCS students have a tablet or Chromebook, which ensured access to resources posted in our Google Classrooms, which were created for remote learning. We worked with families to ensure that they had access to the free internet which local providers offered to students in response to COVID-19. As a result, after the school was physically closed, remote instruction was immediately operational for students in grades 3-5 and operational within two weeks for the remaining grades.

In order to ensure that there were no issues with electronic devices, each week a technician came to address all performance deficiencies. If a device could not be fixed immediately (most devices are over 3-years old), students received a loaner device. Using grant funds from multiple sources, as well as funds from our operational budget, SWCS was able to buy a new device for each student for the 2020-2021 academic year. We will provide hot spots and internet plans for students who do not have access to free internet services going forward. To further address the digital divide, SWCS is shifting to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This will provide students with additional opportunities to become proficient users of different computer programs.

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In the first weeks of remote instruction, SWCS realized that some students were adapting to working remotely faster than others. In response, we created mentor groups using school-aides and the art teacher. These staff members provided daily check-ins with students to ensure that they were on task, as well as provided tutoring when needed. Initially, teachers checked in with students during office hours towards the end of the day and held Zoom conferences to review work. Once we realized that school closures would last longer than initially anticipated and that remote learning would continue for the remainder of the school year, we added more opportunities for live instruction for students in all grades and opportunities for daily small group instruction facilitated by classroom teachers. We added live physical education classes each day to keep students active and allow time for students to interact with their peers as well as weekly art projects. We also continued our partnership with the 92Y. All of the aforementioned changes to our remote learning program ensured that the remote educational experiences of our students were as close to the in-person experience as possible.

### ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year							
School Year	K	1	2	3	4	5	Total
2015-16	27	29	30	57	53	41	237
2016-17	39	32	26	32	54	42	225
2017-18	46	37	35	26	28	48	220
2018-19	30	52	40	40	29	29	220
2019-20	29	31	44	41	36	29	210

### 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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

All students at the school will become proficient in reading and writing of the English language.

### BACKGROUND

At SWCS, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 165 minutes. The block is organized into three forty-five-minute periods and one thirty-minute period. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Guided Reading
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Text Analysis/Writing
ELA IV	Writing	Writing

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the New York State Next Generation Standards.

### METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

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Sisulu-Walker administers *Rally Benchmark Assessments* that are combined with previously released NYS questions in grades 3-5 and teacher generated assessments in grades K-2. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

*Interim Assessments* in all grades measure reading, writing, and language standards. Tests in grades 3-5 use multiple-choice, short-response, and extended-response questions and all questions are based on close reading of informational and literary texts, including paired texts.

*Interim Assessments* in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. The exam consists of 6-8 fictional and informational passages. In grades K-2, teachers only include content that has been taught to date. In addition, the exams measure foundational reading skills. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Passages	6	7	8
Multiple-Choice Questions	24	24	35
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

### AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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Sisulu-Walker Charter School of Harlem Interim Assessment Data Percentage of Students Testing at Proficiency in English Language Arts												
	2017-18				2018-19				2019-20			
Grade	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
<b>K</b>	61.4%	53.3%	60.0%	71.4%	82.1%	69.0%	72.0%	53.3%	58.6%	60.0%	69.0%	70.4%
<b>1st</b>	43.3%	63.6%	45.5%	41.7%	71.4%	74.0%	79.2%	78.0%	87.1%	62.5%	77.4%	85.7%
<b>2nd</b>	12.1%	25.7%	31.4%	42.4%	27.5%	30.0%	28.9%	33.3%	22.7%	50.0%	25.6%	24.4%
<b>3rd</b>	12.0%	8.0%	11.5%	7.7%	5.3%	5.9%	10.5%	8.8%	5.3%	2.7%	8.6%	13.8%
<b>4th</b>	3.7%	3.6%	18.5%	7.4%	3.4%	11.1%	11.5%	16.0%	0.0%	17.6%	18.5%	40.0%
<b>5th</b>	10.3%	23.1%	20.5%	7.7%	3.4%	16.0%	23.1%	40.7%	16.0%	14.8%	28.0%	61.1%

The chart above shows Sisulu-Walker's English language arts interim assessment results for the last three school years. In the 2019-20 school year, five of the six grades the school serves saw an increase in the percentage of students testing at proficiency between the fall interim assessment and the end of year interim assessment. Sisulu-Walker's kindergarten classes experienced nearly a 12-percentage point increase in students achieving proficiency from the fall assessment to the end of the year assessment in the 2019-20 school year, compared to a 28.8-percentage point decrease in the 2018-19 school year and a 10-percentage point increase in the 2017-18 school year. The school's fourth and fifth grades saw the largest increases in students testing at proficiency between the fall assessment and end of year assessment in the 2019-20 school year, with increases of 40-percentage points and 45.1-percentage points, respectively. These results are a testament to the school's ability to effectively transition to remote learning without compromising the school's rigorous educational program.

The school's first grade, the only grade not to experience an increase in the percentage of students performing at proficiency between the fall and end of year assessments, saw over a 23-percentage point increase between the winter assessment and the end of year assessment.

Sisulu-Walker experienced a greater increase in the percentage of students testing at proficiency from the fall interim assessment to the end of year interim assessment in the 2019-20 school year than the previous two school years.

### ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period<sup>1</sup>. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

<sup>1</sup> A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

<b>Performance on State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year</b>						
	2016-17		2017-18		2018-19	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40.0%	20	77.0%	13	54.2%	24
4	51.3%	39	86.7%	15	94.1%	17
5	40.0%	35	24.4%	41	63.6%	22
All	44.7%	94	47.8%	69	68.3%	63

Sisulu-Walker's 2019-20 end of year English language arts interim assessment results show longitudinal growth in the percentage of students achieving proficiency. For example, the percentage of kindergarten students testing at proficiency on the 2018-19 end of year assessment increased by 32.4 percentage points when they took the end of year assessment as first grade students in the 2019-20 school year. Similar growth was shown in the cohort of students testing at proficiency as third grade students in the 2018-19 school year when they were assessed at the end of the 2019-20 school year as fourth grade students, a 31.2-percentage point increase, and the cohort of fourth grade students assessed at the end of the 2018-19 school year when they were assessed at the end of the 2019-20 school year as fifth grade students, a 45.1 percentage point increase.

If students' performance on previous years' spring interim English language arts assessments continued to correlate to the percentage of students testing at proficiency on the state English language arts exam, Sisulu-Walker would have likely experienced an increase in the percentage of students testing at proficiency on this year's state exam. For example, between the spring 2018 and spring 2019 interim English language arts assessments, the percentage of Sisulu-Walker students testing at proficiency in fourth grade decreased by seven percentage points, but the percentage of fourth grade students testing at proficiency on the state English language arts exam increased 7.4 percentage points from the 2018 state exam to the 2019 state exam. Similarly, the percentage of fifth grade students performing at proficiency on the spring interim assessment increased 2.6 percentage points between 2018 and 2019. On the state English language arts exam, the increase of fifth grade students testing at proficiency increased 39.2 percentage points from the 2018 state exam to the 2019 state exam.

On the 2019-20 spring interim English language arts assessment, there was a 1.9 percentage point decrease in third grade students testing at proficiency compared to the previous school year. Based on the fact that Sisulu-Walker's third grade students experienced a one percentage point decrease in proficient students between the 2017-18 and 2018-19 spring interim assessment and a 22.8 percentage point decrease on the state exam, the school would have likely experienced a decrease in the percentage of students testing at proficiency on the state exam, had it been administered.



While the school's third grade students saw a decline in the percentage of students performing at proficiency on the 2020 spring interim assessment compared to the previous year, there was a 5.2 percentage point increase in the percentage of students testing at proficiency between the spring and end of year interim assessments. The decline in percentage of third grade students performing at proficiency on the spring English language arts assessment may have been a result of the school's transition to remote learning and students needing time to adapt to the new learning environment. Indeed, as the increase in proficiency of third grades students between the spring and end of year assessments show, students quickly adjusted to the remote learning environment and were able to thrive under these conditions. This is all the more remarkable considering that in 2019, there was a 1.7 percentage point decrease in third grade students performing at proficiency between the spring and end of the year English language arts interim assessments.

Conversely, there was a seven-percentage point increase in fourth grade students performing at proficiency and a 4.9 percentage point increase in fifth grade students testing at proficiency on the spring assessment compared to the spring assessment given in the 2018-19 school year. The increase in fourth and fifth grade students achieving proficiency on the spring interim English language arts assessment between the 2019 and 2020 exam was greater than the increase between the 2018 and 2019 interim assessments. As a result, it would be reasonable to expect a similar, if not greater, increase in the percentage of fourth and fifth grade students testing at proficiency on the state English language arts exam, if it had been administered this year.

### SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

In the 2019-20 school year, Sisulu-Walker as a whole and each individual grade served, with the exception of second grade, met their accountability goal, with significant increases in the percentage of students achieving proficiency on the end of year interim English language arts exam compared to the 2018-19 end of year assessments.

### ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

An analysis of the grade-level standards for each grade was conducted. Teachers and the Assistant Principal determined the priority standards for each grade for *English Language Arts*. In grades 2-5, teachers created a bridge unit for *English Language Arts* that consists of carrying over the last unit of study for the grade level and/or integrating books from the last unit of study into existing units of study in the next grade. Additionally, a curriculum resource for the priority standards in grades Pre-K through 3<sup>rd</sup> grade was developed that includes the standards, skills and concepts for each standard, question stems and key vocabulary for each standard. This planning tool will ensure

that spiral review of concepts will be embedded in English Language Arts instruction in the early grades.

Our English Language Arts period was 165 minutes. 45 minutes for intervention is built into the existing block. We will continue to utilize the 45-minute guided reading period (now reading intervention) to divide students into homogenous groups for targeted skill-based instruction. In addition, the 45 minutes (previously 30 minutes, because 15 minutes was allocated to reviewing the nightly reading for the novel) allocated to textual analysis in grades 3-5 will be used to provide targeted skill-based instruction based on the results of a short *Beginning of Year Assessment*. We will add 15 minutes to the ELA block to add to the preexisting 30-minute period allocated for writing bringing the total time allocated to literacy to 180 minutes each day. In grades K-2, the 45 minutes allocated to morning routines and phonics instruction will be used to re-teach foundational concepts from the previous grade.

Our former Assistant Principal will serve as a literacy specialist for our school. She will work closely with the third grade teachers to specifically address the underperformance of the grade on the end of year assessment. In addition, the 30 minutes of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted reading intervention using the MobyMax program.

## 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

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

### BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- QQ/Do Now
  - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- Hook
  - The lesson hook is the explanation or example of real-world relevancy, which brings students to be engaged in the content and brings the content to life.
- Direct Instruction/Modeling
  - The modeling component shows students the strategy/process utilized to problem solve. Students are taught and then practice a variety of strategies, then ultimately choose the best strategy for them.
- Guided Instruction
  - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussing with classmates.
- Independent Practice
  - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- Checks for Understanding
  - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks, partner talks, and teacher questioning.
- Other Cumulative Review/Centers
  - Centers are designed to develop the application of the day’s skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students should work through various centers in small groups to collaborate and get small group instructional support.
- Lesson Closing

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Teachers must close the loop with students to ensure students have an opportunity to articulate what they've understood/learned from the day's instruction.

### METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Sisulu-Walker administers *Rally Benchmark Assessments* combined with previously released NYS test questions. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

In all grades, students are required to apply mathematical understandings and mathematical practices gained in the classroom in order to answer three types of questions: multiple-choice, short-response, and extended-response. All questions are aligned to NYS math standards.

*Interim Assessments* in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. In grades K-2, the exams cover content that has been taught to date. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Multiple-Choice Questions	33	38	38
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

### RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students

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performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Sisulu-Walker Charter School of Harlem Interim Assessment Data – Percentage of Students Testing at Proficiency in Mathematics												
	2017-18				2018-19				2019-20			
Grade	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
<b>K</b>	83.7%	84.4%	87.0%	87.5%	93.1%	93.1%	92.9%	66.7%	69.0%	72.4%	89.7%	81.5%
<b>1st</b>	67.6%	41.2%	36.1%	37.5%	79.6%	62.7%	87.0%	88.2%	93.5%	78.1%	74.2%	85.7%
<b>2nd</b>	73.5%	60.6%	67.6%	69.7%	53.8%	56.4%	40.0%	37.1%	53.5%	36.4%	28.3%	17.9%
<b>3rd</b>	19.2%	34.6%	15.4%	26.9%	18.4%	24.4%	13.9%	17.1%	16.2%	20.0%	9.1%	11.1%
<b>4th</b>	21.4%	44.4%	0.0%	48.1%	29.6%	33.3%	11.5%	36.0%	0.0%	26.5%	31.3%	16.7%
<b>5th</b>	19.6%	31.9%	13.0%	6.7%	20.7%	41.4%	39.1%	53.6%	33.3%	37.0%	28.0%	61.1%

The chart above shows the results of Sisulu-Walker's mathematics interim assessments for the last three school years. In the 2019-20 school year, three of the six grades served experienced an increase in the percentage of students performing at proficiency between the fall interim assessment and the end of year assessment. For the grades that saw increases in the percentage of students achieving proficiency between the fall and end of year assessments, the growth was impressive. In the kindergarten class, there was a 12.5 percentage point increase in students achieving proficiency. This was larger than the previous two school years, where there was a 26.4 decrease in kindergarten students achieving proficiency between the fall and end of year assessments in the 2018-19 school year and a 3.8 percentage point increase in the 2017-18 school year. The increase in fourth grade students achieving proficiency between the fall and end of year assessments in the 2019-20 school year was 10.3 percentage points higher than the increase fourth grade students experienced in the 2018-19 school year. The increase in fifth grade students achieving proficiency between the fall and end of year assessments in the 2019-20 school year was 27.8 percentage points. This was similar to the growth fifth-grade students showed between the fall and end of year assessments in the 2018-19 school year.

### ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year			
	2016-17	2017-18	2018-19

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Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70.0%	20	100%	12	79.2%	24
4	62.5%	40	86.7%	15	88.2%	17
5	60.6%	33	34.1%	41	72.7%	22
All	63.4%	93	57.4%	68	79.4%	63

Sisulu-Walker demonstrated impressive longitudinal growth during the past several school years. For example, the cohort of students who entered third grade in the 2017-18 school year had 19.2% testing at proficiency in mathematics on that year's fall assessment. The proficiency percentage increased 7.7 percentage points by the end of year of the 2017-18 school year to 26.9%. This cohort's growth continued when they took the end of year assessment as fourth grade students in the 2018-19 school year, with 36% achieving proficiency. By the time this cohort took the end of year assessment as fifth grade students in the 2019-20 school year, 61.1% were performing at proficiency, a 41.9 percentage point increase from when this cohort was assessed as third grade students in the fall of 2017. The cohort of students who entered kindergarten in the 2018-19 school year experienced a 19-percentage point increase in proficiency between the end of year kindergarten assessment and the end of year assessment they took as first grade students in the 2019-20 school year.

If students' performance on previous years' spring and end of year interim mathematics assessments continued to correlate to the percentage of students achieving proficiency on the state mathematics exam, Sisulu-Walker would have likely had about the same percentage of students achieving proficiency on this year's state assessment exam, had it been administered, with a decrease in the third grade, a slight increase in the fourth grade, and a moderate increase in the fifth grade.

In the 2019-20 school year, there was a 4.8 percentage point decrease in the percentage of third grade students achieving proficiency on the interim spring mathematics assessment compared to the previous school year's spring assessment, and a six percentage point decrease in proficient third grades students between the 2019-20 end of year assessment, compared to the 2018-19 end of year assessment. In the 2018-19 school year, there was a 1.5 percentage point decrease in third grades students achieving proficiency on the spring interim assessment compared to the previous school year, and a 9.2 percentage point decrease in third grade students achieving proficiency on the end of year assessment compared to the previous year. When comparing the percentage of third grade students achieving proficiency on the state exam between the 2017-18 school year and the 2018-19 school year, there was a 20.8 percentage point decline in students performing at proficiency. Thus, because there was a similar decline in the percentage of students achieving proficiency on the interim assessments between the 2018-19 and 2019-20 school years and the 2017-18 and 2018-19 school years, there would likely have been a decline in the percentage of third grade students achieving proficiency on this year's state mathematics exam.

There was roughly a similar net decrease in fourth grade students achieving proficiency on the spring and end of year interim assessments between the 2017-18 and 2018-19 school years and the



2018-19 and 2019-20 school years. Between the 2017-18 school year and 2018-19 school year there was a net 23.6 percentage point decrease in students achieving proficiency between the spring and end of year interim assessment. However, between the 2017-18 school year and the 2018-19 school year, Sisulu-Walker experienced a 1.5 percentage point increase in proficiency among fourth grade students. Between the 2018-19 school year and 2019-20 school year there was a net 39.1 percentage point decrease in students achieving proficiency between the spring and end of year interim assessment. Thus, based on the results of previous year's spring and end of year assessments and the results on the state mathematics exam, it is likely that Sisulu-Walker would have experienced a slight increase in the percentage of fourth grade students achieving proficiency on this year's state mathematics exam, if it had been administered.

Finally, Sisulu-Walker's fifth grade students would have likely seen a moderate increase in the percentage of students achieving proficiency on this year's state mathematics exam, if it had been administered. Between the 2017-18 school year and 2018-19 school year there was a net 20.8 percentage point increase in students achieving proficiency between the spring and end of year interim assessment. During this time, there was a 22-percentage point increase in fifth grade students achieving proficiency on the state mathematics exam. Between the 2018-19 school year and 2019-20 school year there was a net 18.6 percentage point increase in students achieving proficiency between the spring and end of year interim assessment. Thus, based on data from the 2017-18 and 2018-19 school years' interim assessments and state exam results, it is likely that Sisulu-Walker's fifth grade would have experienced a double-digit percentage point increase on this year's state mathematics exam, if it had been issued this year.

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

Sisulu-Walker met its mathematics accountability goal in the 2019-20 school year. While the school experienced a decline in students achieving proficiency on the end of year interim assessments, compared to the previous year, in four of the six grades it serves, our projections indicate that the school would have had similar results to last year's state mathematics exam, had it been administered this year. The school would have likely experienced a decrease in the percentage of third grade students achieving proficiency, a slight increase in fourth grade students achieving proficiency, and a moderate increase in the percentage of fifth grade students achieving proficiency, resulting in a slight overall increase for the school as a whole.

### ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

An analysis of the grade-level standards for each grade was conducted. Teachers and the Assistant Principal determined the priority standards for *Mathematics*. The priority standards were used to

create a reteach unit for grades 1-5 for mathematics that will be used during the intervention period to ensure that the scope and sequence for each grade level can be covered (there will be a new content and reteach block).

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. The *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade as well as the standards that were taught during the remote learning period in grades 1-5. At the end of September, students will take an assessment that will measure the proficiency of standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, the 30 minutes of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using the MobyMax program.

## 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

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

### BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school and any important changes to the science program or staff prior to or during the 2019-20 school year. Provide a summary of the important changes to the science program or staff as a result of the March 2020 transition to remote learning.

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered, and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four specific units.



The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts; a detailed description of each component is listed on the following page. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to the leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

### METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2019-20 school year. For example, the school might have administered an internally developed exam aligned to state standards.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

### RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

### ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

### ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Sisulu-Walker Charter School of Harlem will begin administering end of unit assessments in science in fourth grade. In addition, we will administer a science exam in the spring to our fourth grade students using previously published science test questions for the written test only. To address the performance component of the exam, we will provide opportunities for students to participate in science experiments throughout the year using a station teaching format for students during in-person school days. As feasible, we will send home science kits to students that will participate in full remote instruction.

### 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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

The school met its goal of good standing for the 2019-20 school year.

### ADDITIONAL EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing