



Community
Partnership

Community Partnership Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Beginning with Children, Amy Kolz, Esosa Ogbahon,
Derrick Dunlap

Lower School: 241 Emerson Pl, Brooklyn, NY 11205

Phone: (718) 399-3824

Middle School: 114 Kosciuszko St, Brooklyn, NY

Phone: (718) 636-3904

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The Beginning with Children Foundation (BwC), Amy Kolz, Derrick Dunlap, Lower School Principal, and Esosa Ogbahon, Interim Middle School Principal prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joan Walrond	Chair, Executive, Nominating, Legal, Academic
Travis Baird	Vice Chair, Executive, Academic
Kiisha Morrow	Secretary, Executive, Nominating, Academic
Rebecca Baneman	Treasurer, Executive, Legal, Finance, Academic
Sonia Gulardo-Ortiz	Exec Committee Member at Large, Executive, Legal, Academic
Amy Kolz	Member, Finance, Academic
Jessie Startup DeNat	Member, Nominating, Finance, Academic
Rebecca Spotts	Member, Academic
Sharon Madison	Member, Finance

Derrick Dunlap has served as the Lower School Principal since 2018.

Esosa Ogbahon has served as interim Middle School Principal since September 2018.

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools
- An emphasis on development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community

In an effort to accelerate the academic turnaround of CPCS, the Board of Trustees hired Derrick Dunlap in June 2018 to be principal of the Lower School. Mr. Dunlap has 20 years of experience in education and achieved a remarkable turnaround as principal of Rochdale Early Advantage, a preK-5th grade charter school in Queens. During his tenure, student proficiency in New York State tests increased by 37 percentage points in ELA and 20 percentage points in Math over a two-year period. Mr. Dunlap is overseeing an expanded Lower School, including pre-K through 5th grade: in the spring of 2018, we successfully lobbied the DOE for additional space, thus allowing the 5th grade to be housed at the Lower School campus.

Esosa Ogbahon, the founding principal of Beginning with Children Charter School 2, was appointed as Interim Middle School principal at CPCS in September 2018. Mr. Ogbahon is working closely with two assistant principals, Ms. Martine Louisma and Ms. Janna Tsimprea, to

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bring to CPCS Middle School some of the instructional and academic best practices associated with the success of BwCCS 2.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	46	46	52	48	51	46	52	38	36	415
2014-15	45	43	52	45	44	46	39	55	33	402
2015-16	40	52	51	48	55	51	62	50	47	456
2016-17	34	33	45	43	43	38	54	52	38	380
2017-18	30	37	44	39	39	53	46	46	49	383

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

At CPCS Lower School we believe that learning is a process, and that all children deserve rigorous instruction that is differentiated to meet their individual needs. Our literacy curriculum reflects this ideology through Common Core based instruction that is embedded into every lesson and unit for our classes in English Language Arts, and Writing. The foundation of our literacy program is built around *Journeys* by Houghton Mifflin for English Language Arts, and Lucy Calkins' *Units of Study in Opinion, Information, and Narrative Writing* for Writing. During Summer Institute, teachers deepened their understanding of these programs and other supplemental curricula and materials that were determined by the leadership team to be high-leverage areas of development for our scholars' success. These high-leverage areas of development for literacy are strengthening scholars': 1. overall comprehension of a text, 2. foundational phonics skills, 3. writing in response to literature.

At CPCS Lower School, we devote two 50-minute blocks to English Language Arts instruction (ELA). The first block is focused on whole group instruction based upon the comprehension strategies and skills outlined by *Journeys*. *Journeys* is a comprehensive program that provides scholars with engaging texts from a variety of genres. This program provides teachers with the resources necessary to plan, deliver, and assess instruction that is aligned to the Common Core Learning Standards. The second block of ELA is focused on guided reading. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. Guided reading allows our teachers to differentiate instruction for scholars based on their instructional reading levels. Through guided reading our scholars strengthen their independent reading skills/strategies, develop habits for discussing a text, engage in in-dept text discussions, and become more independent through routines.

After reviewing the 2018 June New York State Testing Program ELA Assessment Instructional Report, it was evident that our scholars were being outperformed by their citywide peers on the majority of ELA and Writing Standards. To close this gap, teachers received professional development during Summer Institute around thinking frames and main idea. Thinking frames are a series of questions that scholars should be asking themselves as they read to support reading comprehension of a variety of genres. These thinking frames are then used to develop a main idea of the text. This approach should provide scholars with a deeper understanding of any text they encounter, thus increasing the likelihood of answering text-dependent questions accurately with supporting evidence. In planning, teachers will utilize the thinking frames to establish a main idea and develop text-dependent questions to lead scholars to establishing a similar main idea. Scholars will engage in establishing a main idea during the whole group literacy instruction utilizing the *Journeys* texts as well as with texts for guided reading.

Another high-leverage area of development identified to improve scholar success was strengthening foundational phonics skills, which should develop scholars with higher reading accuracy rates. CPCS LS adopted the Success for All's Kinderphonics and Fast-Track Phonics programs for kindergarten and first grade, which are engaging phonics programs that develop phonological, and phonemic awareness in scholars. These programs will also be utilized as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) received professional development around implementing these programs during Summer Institute and will continue to receive professional development and coaching throughout the year.

Writing to respond to literature was another area of development identified by leadership that needed to be strengthened. Currently, CPCS LS uses the Lucy Calkins' *Units of Study in Opinion, Information, and Narrative Writing* curriculum for writing. The *Units of Study in Opinion, Information, and Narrative Writing* is a program built around engaging scholars in the writing workshop model. Through this curriculum scholars explore the writing process by writing in different genres. However, this program does not touch upon response to literature through writing as often and explicitly as needed for scholars to successfully write from sources. This year, scholars in grades 3-5 will be engaging in two different types of writing: Response to Literature and Genre Writing. A Response to Literature writing period will occur twice a week and is when scholars will engage in reading a text and responding to the text through a teacher-created text-dependent questions. Scholars will use the RAC²E strategy to tackle both short response questions and extended response questions. The Response to Literature period will help prepare scholars for the type of writing they will encounter on the New York State English Language Arts Test. Genre writing periods will occur three times a week for scholars to engage in writer's workshop. During genre writing scholars will have the opportunity to gain a love for writing while exploring each step of the writing process.

Additionally, Novel Studies has been incorporated three times a week within the scheduled daily block for grades 3-5. The novel studies block has many benefits, but most importantly it engages scholars in an authentic, and exciting book! The goals of novel studies are to: engage scholars in reading an authentic text in its entirety, build up scholar vocabulary, question scholars for true comprehension, assess comprehension with CCLS framed questions, and discuss the text and thinking behind the answers to the CCLS framed questions. Novel studies are a time for scholars to apply the reading strategies and skills they have been taught with an authentic purpose and teacher support.

Following the 2017-18 school year, we transitioned from the STEP assessment program for reading to the Fountas & Pinnell Benchmark Assessment system to better align our internal assessments and curricula with New York State English Language Arts standards and assessments. Our scholars in 1st through 5th grade are assessed 4 times a year using F&P, and our Kindergarten scholars are assessed 3 times a year. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It provides teachers with direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

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All assessment data is collected and stored in an online data management system that is accessible to teachers, administrators and parents. The data is analyzed frequently and used to group scholars and differentiate instruction to meet the needs of our students.

Through professional development, teachers are supported in analyzing scholar data and creating next steps for themselves and their scholars. Consistent data analysis helps us to prepare our scholars for future success.

Finally, CPCS LS has developed additional academic ELA and writing interventions for scholars both before and after school. The Morning ELA Intervention program is designed to enhance scholars' reading/writing skills through strategy and skill-based small group instruction. This program runs from 7:45am-8:20am and allows scholars to receive individualized coaching in particular focus areas in ELA and response to literature writing. ELA academic after-school takes place on Tuesdays from 4:00pm-5:30pm, and is another program developed to support scholars in grades 3-5 with the development of their literacy skills. ELA after-school focuses on one standard at a time, and scholars are assessed every 6-8 weeks to determine mastery of the standard.

In the Middle School, for the 2017-2018 school year, literacy teachers in grades 6-8 continued to implement the Collections curriculum. Journeys Common Core was continued in the 5th grade as part of the curriculum mapping that began five years ago. In conjunction with the Common Core curriculum, teachers in grades 5-8 worked through novel units. There were two novels read collectively for the year. Each week, teachers administered SAFEs (Short and Frequent Exams) to assess the standards taught throughout the week. The questions were formatted using question stems that scholars would see on the state assessment. Overall, this process provided teachers with data that would inform their instruction and allowed them the clarity needed to work with scholars on an individual basis.

Our Response to Intervention for the 2017-2018 school year was very targeted. Teachers routinely assessed data and grouped scholars accordingly. They created plans to address deficit areas for struggling scholars or enhancement of skills for scholars who achieved mastery. As a team, we collectively shared that data and strategized on how to address trends across grade levels. For our students with disabilities, small group pull-out was implemented according to scholars' individualized education plans, and or scholars demonstration of significant deficit areas. For our high performing scholars, we instituted Literacy Academy. Literacy Academy met 4 times a week, Mon-Thurs, with Fridays allowing scholars time to co-mingle with their peers during advisory. During Literacy Academy, scholars received small group and individual attention to help push their critical thinking and writing skills. They worked on individual and group writing activities. They wrote poems and participated in a script writing contest. They had the unique opportunity to be selected to participate in a STEM program held at Colgate University. All of the scholars that wrote their essays through Literacy Academy, got in.

The ELA department experienced increased coaching and professional development. We continued weekly observation and feedback; Thursday midday content meetings, and one-on-one class data analysis coaching meetings. We continued to refine our analysis of data. Based on data, teachers created SMART Goals that gave a clear and direct focus to inform instruction and identify scholars to work with to improve productivity. It was deemed that we needed to increase the opportunities to collectively analyze our students' writing across the school in order to make informed decisions as a team about the most pressing scholar needs per grade. We elicited the help of all content area

teachers which assisted in driving one of our instructional foci for the year, writing across all content areas. All teachers were exposed to the standards and testing rubric. They created plans on how they could implement and increase writing in their own classes. Data from the RALLY mock assessment was used to create targeted small groups and Saturday Academy groups to meet the needs of the approaching scholars. During grading, we noted the strengths and deficits of the individual scholars, by class, by grade, and committed to targeted teaching for our students' learning. Saturday Academy was structured for a targeted group and progress was tracked and recorded regularly. Moving forward, small group instruction will be owned by the teachers and scheduled as a part of the instructional day.

The ELA Department implemented for the year Houghton Mifflin's reading and writing program, Collections, for grades 6-8. Collections has Common Core-based standards throughout each lesson, unit, task, and assessment. Collections uses a multi-faceted approach to reading in which scholars use close-reading to maneuver through complex texts. Each unit is comprised of text sets of various genres that are compiled to support an anchor that is chosen to target a specific skill. Each unit is centered around a guiding question that will be used at the end of each unit to construct a performance task where scholars will be asked to produce a product. These tasks vary from essays to speeches to brochures to posters. Teachers will complete selected units to ensure that scholars collect as much information to be successful with the performance task at the end of each unit.

All teachers in 5-8 grade experienced increased professional development through Teacher University. Teacher U was created at the middle school level to accommodate the need for internal PD for teachers. We took time weekly to present material that helped to address our deficit areas. Some of the sessions addressed classroom management strategies, differentiation for high learners, creating an argument, using data, and understanding by design, to name a few. Throughout the year, we also conducted many school visits and collaborated with other schools for scoring. We began our 2017 summer intensive, pre-service training for teachers, with Generation Ready. Our consultant then worked with us on a consistent basis throughout the school year. She provided teachers with real-time coaching, professional development, feedback, and collaborative planning. The yearly scope and sequence was revised to provide teachers with what is expected at their grade level, the order they teach the material, the amount of time to spend on each skill, and the expected deadline for work product and assessments.

CPCMS continued the use of Fountas and Pinnell (F&P) Benchmark Assessment System. Scholars were evaluated three times for the academic year. Each scholar's goal is to increase three F & P levels with improved behaviors by the end of the academic year. At each level, teachers tracked and monitored certain behaviors that scholars at that level are expected to be able to perform. F&P allows scholars to choose books on their independent reading level to increase engagement and decrease frustration. Teachers used the data to plan instruction for guided reading groups and classroom instruction. Effective implementation required that teachers use the F&P Literacy Continuum, the Guided Reading resource, and Teaching for Comprehending and Fluency. These resources provided the step-by-step guidance to address the issues seen in different learners.

With the ELA department all on the same page, the vertical alignment necessary for student proficiency was evident across grade levels. We wrapped up the year diving into the vertical alignment process. We examined the next grade's standards that have historically been a challenge for students. Collaboratively, teachers discussed steps that can be taken and a plan to address those

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deficit standards with an introduction from the upcoming grade. For example, 5th grade students will end the year with an introduction of those specified struggle standards/concepts that typically give 6th graders difficulty. This collaborative process was useful in that the receiving teacher knows what was introduced and can formulate an initial plan.

With the implementation of novel units, teachers increased the frequency of guided reading. Teachers regularly pulled small groups based on the data provided from SAFE assessments. They used probing questions and differentiated questions that ranged from applying to creating. Scholars were able to interact with one another on a more critical basis. They questioned and challenged each other. They made arguments and provided evidence, and at times, provided the counter-argument. The teacher facilitated sessions that stretched scholar's thinking to the highest form of creating. In the upcoming school year, we will continue to shape what guided reading is and the implementation. Small group targeted instruction, which includes guided reading, will continue to be our main focus to address data and deficit needs.

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39					39
4	38			1		39
5	45	1		7		53
6	42			2		44
7	42	2		2		46
8	48			1		49
All	254	3	0	13	0	270

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

CPCS did not achieve this measure. 38 percent of students in at least their second year scored at proficiency on the 2017-18 NYS ELA exam. Scores ranged from a high of 49% in third grade to a low of 23% in fifth grade.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	46%	39	49%	37
4	37%	38	36%	33
5	20%	45	23%	35
6	31%	42	34%	29
7	43%	42	41%	39
8	44%	48	43%	46
All	37%	254	38%	219

ADDITIONAL EVIDENCE

38 percent proficiency on the ELA exam is the highest in the past three years.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	34%	32	34%	32	49%	37
4	19%	36	41%	27	36%	33
5	19%	31	21%	33	23%	35
6	29%	34	22%	36	34%	29
7	50%	30	42%	48	41%	39
8	49%	43	43%	35	43%	46
All	34%	206	34%	211	38%	219

Goal 1: Absolute Measure

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.

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METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2018 ELA Performance Index calculates to 118. As of the submission of this report, the MIP numbers have not been released by NYSED.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
254	22	41	31	6

PI	=	41	+	31	+	6	=	78
				31	+	6	=	37
					+	(.5)*	=	<u>3</u>
						6		
						PI	=	118

Goal 1: Comparative Measure

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.

METHOD

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

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

CPCS did not achieve this measure. Overall, 38 percent of CPCS scholars in at least their second year at the school performed at proficiency in ELA, whereas 47% did so at the local district #13.

2017-18 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	Number Tested	Percent	Number Tested
3	49%	37	56%	999
4	36%	33	57%	949
5	23%	35	43%	993
6	34%	29	39%	702
7	41%	39	42%	681
8	43%	46	39%	560
All	38%	219	47%	4884

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	34%	47%	34%	49%	49%	56%
4	19%	44%	41%	49%	36%	57%
5	19%	38%	21%	41%	23%	43%
6	29%	24%	22%	27%	34%	39%
7	50%	27%	42%	32%	41%	42%
8	49%	30%	43%	34%	43%	39%
All	34%	37%	34%	40%	38%	47%

Goal 1: Comparative Measure

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.

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METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

CPCS achieved this ELA measure based on the most recent analysis available, 2016-17. The overall comparative performance was deemed higher than expected to a meaningful degree with an effect size of 0.44, greater than the target of 0.3.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.9	43	35	28.6	6.4	0.36
4	91.3	41	34	26.3	7.7	0.44
5	86.8	37	22	22.5	-0.5	-0.04
6	96.2	52	21	15.5	5.5	0.47
7	92.6	52	40	25.3	14.7	0.88
8	80.0	35	43	35.5	7.5	0.39
All	90.3	260	32.3	25.0	7.3	0.44

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

2016-17 marked the first year in the past three that the effect size was greater than 0.3.

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English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	75.4	24.5	22.5	22.3	0.01
2015-16	3-8	85	289	28.2	25.4	0.17
2016-17	3-8	90.3	260	32.3	25.0	0.44

Goal 1: Growth Measure³

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In 2016-17, CPCS achieved this measure with an overall mean growth percentile of 51.6. Grades 5 and 6 demonstrated the most growth with MGPs of 59.8 and 56.7 respectively.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	48.6	50.0
5	59.8	50.0
6	56.7	50.0
7	45.8	50.0
8	48.3	50.0
All	51.6	50.0

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

As evidenced by the table below, CPCS had mean growth percentiles greater than 50 in 2016 and 2017.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	29.5	46.8	48.6	50.0
5	36.4	45.4	59.8	50.0
6	48.8	56.1	56.7	50.0
7	52.2	59.4	45.8	50.0
8	54.3	56.7	48.3	50.0
All	<u>44.1</u>	<u>53.7</u>	<u>51.6</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CPCS students did not meet the absolute measure and comparative measure versus the local district in 2017-18. However, based on the 2016-17 results CPCS demonstrated adequate performance against similar schools and showed growth greater than the statewide median of 50.

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.	Did Not Achieve
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.	Data Unavailable
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.	Did Not Achieve
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
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. (Using 2016-17 results.)	Achieved

ACTION PLAN

Going forward Community Partnership Charter School will use the following strategies in the English Language Arts program:

Lower School:

- Continue to utilize *Journeys* across all grade levels with a more structured block format
- Implement effective guided reading to each scholar
- Begin to implement Novel studies for grades 3-5, and Success for All's Kinderphonics and Fast-Track Phonics programs for grades K-2
- Utilize thinking frames to establish a main idea to gain a deeper understanding of texts
- Assess scholars more accurately and in a timelier fashion through formative and summative assessments (weekly *Journeys* assessments, Fountas & Pinnell reading assessments etc.)
- Collaborate during common planning opportunities
- Administer and discuss campus-wide assessments
- Adopt NY Ready ELA Assessments as a formative and summative assessment
- Ongoing Professional Development (Establishing Main Idea, Guided Reading, Novel Studies, ELA Strategies, Response to Literature, Phonics etc.) and individualized teacher coaching
- School-wide data discussions (Common Planning Time and Professional Development)
- Begin implementation of the Morning ELA Intervention and ELA Academic Afterschool Programs for grades 3-5

Middle School:

- Revise scope and sequence to ensure that teachers keep track of skills and concepts taught.
- Small Group Targeted Instruction – Analysis of scholar growth will be reviewed in set intervals to address progress or lack thereof for scholars. Scholars will be cycled in and out as needed to help them navigate through texts with accuracy, fluency, and increased comprehension.
- Close Reading introduced with Collections primarily to teach scholars how to strategize, comprehend, and write responses to complex grade level text with the RACE methods.
- Data Driven Instruction: Frequent and ongoing assessments using Interim Assessments, F & P, RALLY, Collections Assessments, re-teaching, and reflection.
- Response to Intervention to ensure all scholars are receiving necessary intervention to help address their specific needs. Regularly scheduled meetings will take place to discuss student performance and action steps to assist the scholar in need. At the Middle School, we hold monthly Child Study Teams to create plans to better support our most at-risk students. We then carry out those plans and monitor progress. If deemed appropriate, we will refer a child for a Special Education evaluation.
- Tier II and III instruction: by scheduling additional periods of intensive academic support for our Learning Disabled and at-risk students, we will be better able to track those students'

progress over the course of the year. For the 2018-19 school year we will continue with the following Tier II and Tier III Instructional Model:

- At the middle school, the Special Education teachers teach all four core subjects to one class. This allows each teacher to have a deep understanding of each of their students' needs for optimal learning. Special Education teachers serve on the Grade Teams of the students that they teach and have multiple weekly co-planning meetings with their co-teachers.
- At the middle school, the Supporting Services Team--inclusive of the Special Education Teachers, Instructional Specialists, Counselor and Special Education Coordinator--meets every Friday at 12:40 pm. During this time, they have professional development sessions and opportunities to collaborate with each other, align around initiatives and plan using best practices.
- At the middle school, 100% of our students received 100% of the services that we offer here for 100% of the year--including the in-school Special Education models of ICT and SETSS and related services inclusive of speech therapy, occupational therapy, counseling and paraprofessional services.
- At the middle school, SETSS instruction consistently happens during the first block of the day. This allows the opportunity for Special Education teachers to pre-teach skills for the day's lesson, reteach skills not yet mastered from the day before or practice skills that the students are in process of mastering. The Special Education teachers are strategically scheduled to teach both ICT and SETSS classes, to ensure that there is consistent knowledge of the students, their learning and their data scores.
- For the upcoming year 2018-2019 the ENL teacher will document each meeting in an online/shared document for all leaders to have access to. The ENL teacher will increase weekly meetings with the ELA teacher in order to accommodate the ENL students with more differentiation strategies and techniques.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

Mathematics at CPCS lower school is focused on identifying skills and strategies in core mathematics areas. The 2017-18 school year marked our 5th official year using the *Math in Focus* curriculum, which helps students make sense of math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence, and love of math grows.

The Math in Focus curriculum provides easy-to-use teaching and learning paths proven to develop students' foundational understanding. Built on a framework developed by the Singapore Ministry of Education, it draws on best practices from around the world and highlights problem solving as the focus of mathematical learning.

At CPCS this year you will see a shift from pages of individual problems to seeing single and multiple step real life problems that students often solve individually, with a partner or in a small group. Students are encouraged to think through and discuss the problem and solution with others. Students will often be writing to explain the steps they used to solve the problem using precise vocabulary. Over time, teachers will guide students to use correct and efficient procedures to find the correct answers.

At CPCS Lower School, students receive a double block of Math instruction on a daily basis. This extended period of instruction increases the chances of students success in math: the second block is used for reteach, enrichment activities, and differentiated instruction to support scholars' various learning styles. A review of the 2018 June New York State Testing Program Math Assessment Instructional Report revealed that our scholars were being outperformed by their citywide peers on the majority of Mathematics Standards. To close this gap, we will provide intervention programs that support teaching opportunities outside the normal blocks of learning:

Math Lunch Labs:

Third, fourth and fifth grade students are placed in small homogeneous math groups that support their academic levels. During one-hour sessions during lunch, students focus on skills and strategies that support and improve academic math success.

After School Math Program:

Students are placed again in academic groups in grades 3-5 focusing on improving Math skills. The teacher will use *Eureka Math* curriculum to support instruction and assessments. The Eureka program provides academic enrichment activities designed specifically for out-of-school settings. It gives children extra practice with the important skills they need to become confident

math learners. Children develop mathematically and socially while having fun with cooperative math games. The After School Math Academic program will take place on Wednesdays from 4:00-5:30 p.m.

Extended Response Math Class:

Scholars in grades 3-5 will have one block a week that is focused on engaging in Math opened-ended response questions. Scholars will learn the attributes of an effective response: a response that is revealed in complete thoughts/sentences, makes sense, and can stand alone without any reference to the question. In fact, it should be such a complete response that the reader could guess the original problem/question. It should have the following components:

1. Solve
2. Diagram
3. Explain (using the proper operations) For example, if the question asks students to also identify the operation used to solve the problem, then your frame may include: . . .in the problem. . .key information. . .to solve. . .the operation. . .the answer.

Saturday Math Academy

Starting in January, scholars will spend three hours each Saturday practicing math skills with the Eureka curriculum.

Teachers will have ongoing training to support their pedagogy and instructional delivery of math. During Summer Institute, teachers received training on our Math in Focus curriculum, as well as professional development on a Guided Math block. Additionally, a consultant from BOCES (the Boards of Cooperative Educational Services), will work with teachers twice a month, providing resources and coaching in small groups.

CPCS Middle school completed its 4th official year using *Math in Focus*, in combination with EngageNY. Our math team comprised of four content teachers, five ICT teachers and two assistant teachers. Our goals for the year concentrated on the following major components:

- Scope & Sequence alignment to CCLS State Exam
- Gradual Release Model of Instruction
- Small Group Instruction
- Cognitive Guided Instruction/Number Stories

Scope & Sequence alignment to CCLS State Exam

The math department had to make adjustments to the M.I.F. pacing calendar, which did not provide the opportunity to teach all tested standards prior to the date of the NYS Math Common Core Assessment. Throughout the year we continued to update the adjusted document as teachers completed the assessment cycle for each unit. We used data from class assessments and mock exams to inform updates made to the adjusted document.

In Grade 5, instructional time focused on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6, instructional time focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. When students take responsibility for their own learning, they become explorers capable of leveraging their curiosity to solve real-world problems. To that end, the Gradual Release Model guided teachers toward designing learning experiences that permit student independence and foster lifelong learning.

The gradual release model is aligned to the MIF instructional approach, which asks scholars to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Math in Focus lessons are planned for 45 minutes. However, our math classes were scheduled for 90-minute blocks of time at the Middle School. This enabled the math team to do the following:

- Accommodate teacher comfort with the material and student learning
- Teach and assess all standards in the scope and sequence on pace with the CCLS State Exam

- In addition to the 90-minute daily math class at the Middle School, we created a 30-minute block titled “Skills Block,” which met at least 3 times a week across all grades. During this time students used supplemental material from NY Ready and Engage NY.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a community feel between a small number of students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs and the gaps they have within the lesson.

Cognitive Guided Instruction/Number Stories

We used Number Stories as a tool to show students how math relates to real-world applications. Each Number Stories lesson follows the exact same sequence, but the context of the number story changes every day. The steps below detail the basic format of each lesson.

Part 1 – The Launch (Approximately 5-7 Minutes): The purpose of the launch is to engage scholars in understanding the context of the number story so that they can develop or choose their own strategy to solve it. Essentially, it is to ensure that scholars comprehend the problem that they are going to attempt to solve. During the launch, the teacher verbally introduces the number story twice, the first time with embellishment to create a mental picture, the second as it is written on the chart paper at the head of the room. The teacher then hides the written story problem and chooses three scholars to retell the number story. The first scholar to retell should be a scholar who the teacher is confident would retell the story quickly and accurately; the following two scholars might struggle. They retell the story until they do so accurately. To close the launch portion, the teacher asks the scholars a comprehension question to gauge their level of access to key understandings within the number story. The teacher then sends the scholars to work independently.

Part 2 – Exploration (Approximately 10 Minutes): During the exploration portion, scholars are independently working on solving the problem, using manipulatives that are available to them, drawings, as well as other strategies they have developed. Scholars do not raise their hand for “help” during number stories, rather they are trained from the beginning to work independently and to persevere the challenges of problem solving. During this time, the teacher is circulating, observing, asking open-ended questions to encourage scholars to explain their thinking, and looking for three scholars whose work would be strategic to share during the discourse. Students who struggle during independent work are prompted by the teacher, but with very little support. The goal is to avoid “spoon-feeding” answers, strategies, or mathematical concepts to scholars, so that they are forced to develop their own understandings and strategies.

Part 3 – The Discourse (Approximately 15-20 Minutes): During the discourse, the teacher calls the

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three scholars she selected to the front to share their strategy one at a time (from least to most sophisticated). The teacher questions and facilitates the scholar's clear account of their strategy to the class (not to the teacher). As the scholar explains his or her strategy, the teacher precisely represents the scholar's explanation of the strategy on the chart paper. After each scholar shares his or her strategy, the teacher involves the rest of the class by asking them questions about that strategy. Once all strategies are shared and recorded, the teacher asks targeted questions to encourage students to compare and contrast the strategies discussed. This is often when related facts or math properties emerge. Finally, the teacher asks scholars about the number sentences that match the strategies on the chart and number sentences that match the problem.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	38			1		39
4	38			1		39
5	43	3		7		53
6	42			2		44
7	42	2		2		46
8	44			5		49
All	247	5	0	18	0	270

RESULTS AND EVALUATION

CPCS did not achieve this measure as 33 percent of all students enrolled in at least their second year at the school performed at proficiency on the NYS math assessment. Grade 3 and 7 performed the best with 44% and 49% at levels 3 and 4.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	42%	38	44%	36
4	29%	38	27%	33
5	28%	43	29%	34
6	12%	42	14%	28
7	52%	42	49%	39
8	32%	44	31%	42
All	32%	247	33%	212

ADDITIONAL EVIDENCE

Math scores are up from 26 percent last year to 33 percent in 2018.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38%	32	31%	32	44%	36
4	31%	36	23%	26	27%	33
5	32%	31	26%	31	29%	34
6	35%	34	20%	35	14%	28
7	30%	30	28%	47	49%	39
8	26%	43	27%	33	31%	42
All	32%	206	26%	204	33%	212

Goal 2: Absolute Measure

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students

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must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2018 math Performance Index calculates to 103. As of the submission of this report, the MIP numbers have not been released by NYSED.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
247	37	31	21	12

PI	=	31	+	21	+	12	=	64
				21	+	12	=	33
					+	(.5)*1	=	6
						2		
						PI	=	103

Goal 2: Comparative Measure

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.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.⁶

RESULTS AND EVALUATION

CPCS math students did not meet this comparative outcome measure in math versus the local district with an overall 3-8 proficiency rate of 33% to their 39%.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	44%	36	54%	1007
4	27%	33	47%	955
5	29%	34	42%	993
6	14%	28	27%	702
7	49%	39	32%	693
8	31%	42	15%	483
All	33%	212	39%	4833

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	38%	42%	31%	49%	44%	54%
4	31%	40%	23%	36%	27%	47%
5	32%	36%	26%	35%	29%	42%
6	35%	23%	20%	26%	14%	27%
7	30%	16%	28%	17%	49%	32%
8	26%	9%	27%	6%	31%	15%
All	32%	30%	26%	32%	33%	39%

Goal 2: Comparative Measure

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.

METHOD

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

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Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Based on the 2016-17 report, CPCS did not meet this measure performing only slightly higher than expected in math compared to other similar schools. The overall effect size calculated to 0.04, however grades 7 and 8 had an effect size at 0.48 and 0.35.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.9	43	30	33.8	-3.8	-0.18
4	91.3	40	18	25.9	-7.9	-0.41
5	86.8	35	23	27.3	-4.3	-0.24
6	96.2	51	20	17.5	2.5	0.16
7	92.6	51	25	16.9	8.1	0.48
8	80.0	28	21	14.3	6.7	0.35
All	90.6	248	23.0	22.6	0.4	0.04

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

The regression analysis effect size in math dipped slightly from 2016 to 2017, but looking forward to improvement in 2018.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	75.4	245	34.0	27.5	0.33
2015-16	3-8	85.0	292	25.6	24.6	0.06
2016-17	3-8	90.6	248	23.0	22.6	0.04

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Goal 2: Growth Measure⁷

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The mean growth percentile fell just slightly below the target of 50 at 49.9. Grades 5, 6 and 8 demonstrated growth greater than 50 in 2016-17, the numbers used for this report.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.8	50.0
5	61.1	50.0
6	49.1	50.0
7	43.4	50.0
8	54.5	50.0
All	<u>49.9</u>	50.0

ADDITIONAL EVIDENCE

As evidenced in the table below, the 2016-17 MGP is the highest overall in the past three years.

⁷ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	38.2	41.6	45.8	50.0
5	28.7	24.3	61.1	50.0
6	67.3	55.0	49.1	50.0
7	38.9	48.2	43.4	50.0
8	55.4	44.3	54.5	50.0
All	<u>44.2</u>	<u>43.3</u>	<u>49.9</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Although the CPCS overall math proficiency rates increased in 2017-18, they did not position the school to state that the below accountability measures were fully achieved.

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.	Did Not Achieve
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.	Data Unavailable
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.	Did Not Achieve
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Did Not Achieve
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. (Using the 2016-17 results.)	Did Not Achieve

ACTION PLAN

Going forward Community Partnership Charter School will use the following strategies in the Math program:

Lower School:

- Focus on Math Constructed response and the use of math language to explain thinking and process
- Data meetings to identify scholars who need academic reteach or enrichment
- Provide opportunities for teachers to work collaboratively in Professional Learning Communities
- Utilize technology programs such as Khan Academy
- Implement campus-wide assessments and network interim assessments
- Use Ready NY Math as a formative/summative assessment
- Use the double block as an opportunity for academic support (100 minutes)
- Utilize *Math in Focus* Curriculum weekly assessments
- Focus on significantly improving scholars' performance on the following assessments:
 - Basic arithmetic assessments (addition, subtraction, multiplication and division)
 - Basic math concepts assessments (fractions, decimals, percentages)
 - Application of arithmetic and basic concepts to real world problems
- Scholars will receive additional support and practice to mastery of the following skills, which based on the 2018 NY State Test results, have been identified as a concern for CPCS scholars in grades 3-5.
 - 3rd Grade
 - Operations & Algebraic Thinking 3.OA.1 (multiplication)
 - Number & Operations—Fractions 3.NF.A1
 - Measurement & Data - Intervals of time 3.MD.A1
 - 4th Grade
 - Operations & Algebraic Thinking (Multiplication) 4.OA.1
 - Number & Operations—Fractions 4.NF.A1 Compare two fractions with different numerators and different denominators.
 - Geometry- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
 - 5th Grade
 - Number & Operations—Fractions 5.NF.A.1
 - Measurement & Data-5.MDA.1 Converting measurements
 - Geometry- Volume 5.G.A.1

Middle School

- Increase the focus on math constructed responses
- Increase student and teacher focus on being flexible math problem solvers
- Participate in the District-Charter Collaborative to share and learn best practices in math

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- Refine our use of short weekly assessments to gauge our students mastery of the week's content. The assessments will be 50% multiple choice and 50% constructed response.
- More deeply integrate ReadyNY, EngageNY and iReady materials into our math block
- Increase scholar engagement through hands-on learning experiences during math (i.e. use of manipulatives and other math tools, such as online platform Mathletics)
- Employ "parallel-teaching" and station teaching as the primary form of co-teaching to ensure scholars are receiving more targeted instruction in smaller groups for core subjects
- Use math unit assessment data to drive instructional decisions and use current data to identify at-risk students for targeted small group instruction from the start of the school year
- Utilize daily exit slips: teachers will sort exit slips into mastered, approaching, and intervention and respond accordingly by the next instructional day to support. Teachers may either reteach in a different way, provide differentiated instruction and/or additional opportunities for practice.
- Create and refine math interim assessments that support the tracking of Common Core standards mastery
- Conduct vertical alignment meetings to support the transferring of math curricular and instructional knowledge between grade level teams
- Continue participating in the New York City Charter Center's Collaborative Assessment Scoring of NYS Tests to further refine our understanding of how students demonstrate mastery of common core math standards
- Provide ongoing weekly coaching and professional development and coaching for all teachers
The middle school will also continue to develop the curriculum through the integration of Cognitively Guided instruction and Student Centered Learning with technology.

GOAL 3: SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

BACKGROUND

In the lower school, we added a full-time science teacher in August 2018 to strengthen our science instruction. A former Success Academy instructor with a 3-year 100% pass rate for her 4th grade students, Ms. Hall will work with our Kindergarten, first, second and third grade scholars twice a week. She will work with grade 4 three times a week as these scholars prepare for the NY State 4th Grade Science Assessment.

Additionally, we are providing Science Dimensions Visual Coaching Training for our teachers, which provides support in the following areas:

- Learning environment
- Scientific reasoning
- Develop and apply science concepts
- Formative and Summative assessments
- Teaching science with technology

We have also purchased science testing kits to provide students with additional hands-on learning opportunities.

In grades 6-8 CPCS science specialists implement science to strengthen our core science instruction in seventh and eighth grades. This school year all 8th graders will receive Earth Science Regents Instruction. CPCS middle school students who have taken the Earth Science Regents have passed at 73% (2018), 64% (2017), and 35% (2016) the last three years.

Finally, CPCS middle school students continue to participate in extracurricular science programs that enhance the science content including but not limited to the STEM & Shakespeare Institute at Colgate University.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

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RESULTS AND EVALUATION

CPCS science students achieved this measure with 79 percent of students in grades 4 and 8 overall at proficiency on the 2018 science exam.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81%	37	85%	33
8	73%	44	74%	42
All	77%	81	79%	75

ADDITIONAL EVIDENCE

CPCS has achieved this measure the past two years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	79%	34	85%	20	85%	33
8	67%	43	73%	37	74%	42
All	73%	77	79%	57	79%	75

Goal 3: Comparative Measure

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

METHOD

The 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 and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

CPCS achieved this comparative measure in science, outperforming the district's 2016-17 proficiency levels in both grades 4 and 8.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85%	33		
8	74%	42		
All	79%	75	TBD	

ADDITIONAL EVIDENCE

CPCS consistently outperforms the local district #13.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	79%	86%	85%	83%	85%	
8	67%	46%	73%	36%	74%	
All	73%	71%	79%	67%	79%	

SUMMARY OF THE SCIENCE GOAL

CPCS science scholars achieved both science accountability metrics, performing with greater than 75% at proficiency and again outperforming the local district.

Type	Measure	Outcome
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 examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved (using 2016-17 district results)

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

ACTION PLAN

Lower School:

- Additional science instruction with full-time science teacher
- Professional development opportunities with Science Dimensions Visual Coaching training.
- Additional hands-on learning opportunities for students

Middle School:

- Teach Regents Earth Science to all 8th Grade Students
- Forging deeper connections between science and math content through participation in District Charter Collaborative
- Additional hands-on learning opportunities for students

GOAL 4: ESSA

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The school will remain in good standing according to the state's ESSA accountability system.

Goal 4: 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

CPCS continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

CPCS Has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing