



Sisulu-Walker Charter School of Harlem

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

Michelle Haynes, Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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 the principal since 2011.

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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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2014-15	27	30	54	52	43	23	229
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

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

At SWCSH, 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

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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.

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 5th grade in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	7	0	38
4	21	0	0	5	0	26
5	25	0	0	4	0	29
All	77	0	0	16	0	93

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The following table presents the English Language Arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 64.9% of students, and 68.3% enrolled in at least their second year enrolled at Sisulu-Walker, achieved proficiency on the 2018-19 English language arts exam.

In the 2018-19 school year, Sisulu-Walker did not meet the absolute measure for English language arts proficiency. Overall, 64.9% of the entire school's third through fifth grade students tested at a proficient level. 68.3% of third through fifth grade students in at least their second year at the school performed at a proficient level. The school was 10.1 percentage points below its stated goal of 75% proficiency on the ELA exam.

Although Sisulu-Walker's unit plans are aligned to New York State Next Generation Standards, additional opportunities for students to engage in meaningful opportunities to master the standards are needed. In addition, allocating more time for content specific reading and explicit instruction in the organizational patterns and craft specific to nonfiction reading is necessary. Students also need additional opportunities to demonstrate their understanding of skills and concepts associated with each standard via writing.

Sisulu-Walker's guided reading program has begun to address the needs of students at their instructional levels, which were well below the rigorous ranges of the new standards. Our novel program required students to read more challenging texts with the support of teachers. However, the number of novels that are covered during the academic year must continue to increase in order to give students the practice needed to transfer what they are taught in independent reading situations. In addition, content literacy instruction must require students to explicitly apply reading comprehension skills and strategies to science and social studies content- the dual focus must emphasize the application of what students learn during the traditional literacy block.

Performance on 2018-19 State English Language Arts Exam

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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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	51.6%	31	54.2%	24
4	90.5%	21	94.1%	17
5	60.0%	25	63.6%	22
All	64.9%	77	68.3%	63

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period². 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.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program

From the 2016-17 school year to the 2018-19 school year, Sisulu-Walker showed a significant overall improvement in the percentage of students achieving proficiency on the English language arts exams. Overall, the percentage of students testing at a proficient level increased 22.3 percentage points from the 2016-17 school year and 20.5 percentage points from the 2017-18 school year.

Over the last three school years, the school showed both longitudinal and latitudinal growth. For example, in the 2016-17 school year, 40% of 3rd grade students enrolled at the school for at least two years achieved proficiency on the English language arts exam. When that same group of students took the English language arts exam as 5th grade students in the 2018-19 school year, 63.6% achieved proficiency. The most notable latitudinal improvements occurred at the 4th and 5th grades, where the percentage of students testing at a proficient level increased nearly 43 and over 23 percentage points respectively.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	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

² 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.

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All	44.7%	94	47.8%	69	68.3%	63
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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.

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 2018-19 English language arts MIP for all students of 105. 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

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. 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 met this measure, achieving an aggregate PLI score of 177 on the English Language Arts exam in the 2018-19 school year. Sisulu-Walker exceeded the state's 2018-19 English language arts MIP goal of 105 by 72 percentage points.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3	32	35	30

$$\begin{array}{r}
 \text{PI} = 32 + 35 + 30 = 97 \\
 \text{PI} = 32 + 35 + (.5) * 30 = 117 \\
 \text{PI} = 117 + 60 = 177
 \end{array}$$

Goal 1: Comparative Measure

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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.³

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at Sisulu-Walker as compared to all tested students in the surrounding public school district, Community School District 5, on the state English Language Arts exam. Sisulu-Walker's aggregate percentage of students at proficiency was 68.3%, while the local district's average was 64.6%.

Sisulu-Walker met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was nearly 4 percentage points above Community School District 3. Further, Sisulu-Walker had a higher percentage of students performing at a proficient level than Community School District 3 at 4th and 5th grade on the 2018-19 English language arts exam.

2018-19 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	54.2%	24	65.9%	1349
4	94.1%	17	70.8%	1221
5	63.6%	22	57.2%	1281
All	68.3%	63	64.6%	3851

³ 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](#).

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school’s performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 31 in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

As shown through the chart below, Sisulu-Walker has had a higher percentage of students performing at a proficient level on the state English Language Arts exam in the 2016-17 school year, when their comparator district was Community School District 5. Indeed, the gap between Sisulu-Walker and Community School District 5 was significant: nearly 22 percentage points in the 2016-17 school year. When the school’s comparison district was changed to also include Community School District 3 in the 2017-18 school year, Sisulu-Walker had a lower percentage of students achieving proficiency than the district. However, in the 2018-19 school year, Sisulu-Walker had a higher percentage of students performing at a proficient level on the state English Language Arts exam than the district. Indeed, Sisulu-Walker outperformed the district on the 2018-19 English Language Arts exam by nearly 4 percentage points. Impressively, from the 2017-18 school year to the 2018-19 school year, the percentage of Sisulu-Walker students achieving proficiency on the English Language Arts exam increased by 20.5 percentage points. During this same time, the district increased by less than one percentage point.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	40.0%	23.4%	77.0%	67%	54.2%	65.9%
4	51.3%	24.2%	86.7%	67%	94.1%	70.8%
5	40.0%	20.8%	24.4%	58%	63.6%	57.2%
All	44.7%	22.9%	47.8%	64.0%	68.3%	64.6%

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.

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2017-18 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school’s aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels’ comparative performance.

Sisulu-Walker’s school wide effect size was 0.98.

Sisulu-Walker’s aggregate Effect Size exceeded its goal of 0.3. The Effect Size at each grade level also far exceeded the .68 goal.

2017-18 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	84.6	21	66.7	40.4	26.3	1.39
4	92.9	22	81.8	34.5	47.3	2.60
5	89.6	45	24.4	24.5	0.0	0.00
All	89.2	88	48.9	30.8	18.1	0.98

School’s Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance of this comparative measure, including trends over time.

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The school's effect size has improved significantly from the 2015-16 school year. During this time, the school has served a larger population of economically disadvantaged students.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	78.2	139	32.6	30.4	0.15
2016-17	3-5	86.4	117	42.9	26.7	0.94
2017-18	3-5	89.2	88	48.9	30.8	0.98

Goal 1: Growth Measure⁴

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁵

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2017-18 results - shown in the data table below - that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles. Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the state median of the 50th percentile. In addition, the narrative may also include discussion of specific grade-level results.

Sisulu-Walker's ELA mean growth percentile in the 2017-18 school year was 51.1, above the statewide median.

Sisulu-Walker's overall mean growth percentile was above the statewide average and the school's 4th grade also exceeded the statewide targeted mean growth percentile.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	62.3	50.0
5	45.4	50.0
All	51.1	50.0

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

In each of the last three years, Sisulu-Walker's mean growth percentile has exceeded the state-wide target. The school's 4th grade continues to vastly exceed the state-wide target, scoring 11 and 12.3 points above the target in the 2016-17 and 2017-18 school years, respectively.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	52.2	61.0	62.3	50.0
5	49.0	39.2	45.4	50.0
All	50.8	50.6	51.1	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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 achieved one absolute goal as well as both comparative goals and its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
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.	Met
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades	Met

4-8 will be above the target of 50. (Using 2017-18 results.)
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ACTION PLAN

Curriculum

- A literary coach developed a *Reading Comprehension Strategy Guide* that provides teachers with tools to provide explicit strategy instruction for comprehension strategies. The guide defines each strategy, provides the implications for instruction, and includes a mini-lesson for each strategy as well as additional activities to reinforce each strategy. Teachers worked during the spring and summer to develop a comprehensive reading comprehension manual for fiction using the state standards and previously released test questions as a guide.
- A nonfiction unit plan was developed to ensure that students are reading equal amounts of fiction and nonfiction during the guided reading period and instruction is explicitly aligned to the demands of reading different nonfiction text structures.
- SWSCH began the process of revising its curriculum across all subject areas in the late spring of 2015 to include more opportunities for reading and writing across the curriculum. This work continued during our *Summer Curriculum Institute* during the first two weeks of August and during Pre-Service for the 2019-20. Most notably, the fifth grade literacy units have been updated significantly due to underperformance by the grade level.
- Lesson plans were developed and refined to reflect greater alignment to the standards. Rubrics and checklists to aid students during the writing process were developed using resources from Engage New York as a guide.
- New frameworks for nonfiction reading in the content areas were developed. The increased emphasis on preparing students for college and career readiness demands that student be proficient in acquiring information from nonfiction text. The weekly frameworks will ensure that students have equal exposure to fiction and nonfiction texts.
- Social Studies unit plans were revised and realigned to the standards to include additional standards-based learning outcomes.
- Additional nonfiction texts were purchased to supplement the traditional literacy block as well as to enhance the social studies and science blocks. We also increased the number of novels students will read this year and paired these texts with nonfiction texts for paired reading, analysis and writing.
- Students in grades 3-5 are required to read assigned texts for homework and complete short and extended responses aligned to released test questions to increase accountability for independent reading at home and deepen and increase opportunities for textual analysis.

Instruction

- Teachers will use the *Reading Comprehension Strategy Guide* to provide students with explicit strategy instruction during the guided reading period each day
- In an effort to increase student exposure to nonfiction texts, the reading and writing have been embedded into the framework for instruction for social studies and science. The first six weeks of guided reading instruction will include explicit instruction on text features and organizational patterns as well as point of view, author purpose and main idea/ details for nonfiction texts.
- 45 minutes per day will be devoted to text analysis. 15 minutes will be devoted to evaluating short and extended responses from the homework novel program using NYS rubrics. The

additional 30 minutes will be allocated to analyzing texts from a variety of genres using a combination of multiple-choice and response writing. Texts are being aligned to the novel program to boost student comprehension of texts.

- We have added a thirty-minute writing period to the literacy block in order to allocate more time for explicit writing instruction. Students will be writing across the curriculum during this time.
- Students will use the MobyMax program daily for additional literacy practice.
- To address the vocabulary gap and the standards related to vocabulary acquisition, students will receive explicit instruction in five Tier II words per week. This will include teaching students' one synonym and one antonym for each word. Vocabulary instruction will include teaching students to use context clues to determine the meaning of unknown words and phrases in texts. Tier III words will be addressed using a weekly vocabulary inventory. Teachers will use linguistic (questions, reasons, examples etc.) and nonlinguistic (pictures, gestures and graphic organizers) to reinforce tier II and III words.
- During the academic year, teachers will develop questions for nonfiction articles aligned to the standards and questions published by Engaged New York. We will continue developing our question and passage bank during the school year. The PLAR-Q (Preview the Text, Label the Questions, Annotate the Text, Reread the Passage and Answer the Question) will be reinforced at the beginning of the school year to ensure that students develop stamina and test sophistication.
- Homework will include assigned reading of novels and nonfiction articles. Students will complete textual analysis tasks nightly.

Assessment

- We now employ Rally assessments for interim assessments and unit-based assessments. In addition, we are integrating previously release questions into the exams.
- We increased the number of interim assessments students will take during the academic year from three to four. Assessments will be administered every six weeks. Students will receive a bi-weekly literacy assessment to ensure that the period devoted to text analysis is data-driven and we respond to gaps in student understanding earlier.
- Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85%-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Deficits will be addressed during the guided reading period and the whole class novel period.
- As we continue to develop our PLAR-Q question bank, teachers will develop questions aligned to skills/concepts identified as deficits on interim assessments.
- We will continue to use the Fountas and Pinnell Benchmark System to determine the instructional and independent reading levels of students. Students will read leveled books during the guided reading period and independent reading period. However, we will align our questions to the questions on our interim assessments to create informal opportunities for assessment.
- Rubrics and checklist for writing tasks emphasize using textual evidence to justify claims and support responses. In all subjects, student writing will be assessed to ensure that all responses are rooted in text.

Professional Development

- We have added an Assistant Principal with a strong literacy background to our administrative team to provide ongoing instructional support to teachers.
- The Summer Curriculum Institute included one-to-one coaching sessions with teachers to revise curriculum maps and develop lesson plans.
- Pre-Service included additional opportunities for unit and lesson planning and workshops on using poetry to reinforce comprehension skills and strategies, explicit vocabulary instruction and using alternate modes of practice to increase student engagement (songs, games, movement and art).
- Monthly half-day workshops will reinforce strategies introduced during Pre-Service as well as include opportunities for vertical and horizontal planning.
- We will host professional development workshops on Saturdays and during holiday breaks. The emphasis of the sessions will be on developing action plans and planning learning experiences to close instructional gaps.

GOAL 2: MATHEMATICS

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 should be taught and then practice a variety of strategies, then ultimately choose the best strategy for them.

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- 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

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.

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 5th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	

⁶ 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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3	31	0	0	7	0	38
4	21	0	0	5	0	26
5	25	0	0	4	0	29
All	77	0	0	16	0	93

RESULTS AND EVALUATION

The following table presents the mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 75.3% of the students who took the 2018-19 state mathematics exam performed at a proficient level. 79.4% of students enrolled in at least their second year performed at a proficient level.

Sisulu-Walker met the absolute measure for math proficiency. 75.3% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school exceeded its goal of 75% proficiency by .3 percentage points.

Performance on 2018-19 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	74.2%	31	79.2%	24
4	85.7%	21	88.2%	17
5	68.0%	25	72.7%	22
All	75.32%	77	79.4%	63

ADDITIONAL EVIDENCE

Sisulu-Walker showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the 2016-17 and 2017-18 school years. Additionally, the school showed a significant increase in the percentage of students performing at or above proficiency at each grade tested.

Over the last three school years, the school showed both longitudinal and latitudinal growth. For example, in the 2016-17 school year, 40% of 3rd grade students enrolled at the school for at least two years achieved proficiency on the English language arts exam. When that same group of students took the English language arts exam as 5th grade students in the 2018-19 school year, 63.6% achieved proficiency.

The most notable latitudinal improvements occurred at the 4th grade, where the percentage of students testing at a proficient level increased nearly 26 percentage points.

Mathematics Performance by Grade Level and School Year

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	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

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 must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. 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

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. 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 met this measure, achieving an aggregate PLI score of 188 on the Mathematics exam in the 2018-19 school year. Sisulu-Walker exceeded the state's 2018-19 Mathematics MIP goal of 107 by 81 percentage points.

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
	6	18	35	40

$$\begin{array}{r}
 \text{PI} = 18 + 35 + 40 = 93 \\
 \phantom{\text{PI}} = 75 \\
 \phantom{\text{PI}} = 20
 \end{array}$$

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.⁷

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure; i.e., whether the charter school fell short of, equaled or exceeded the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at Sisulu-Walker compared to the average of all tested students in the surrounding public-school district, Community School District 3.

Overall, the percentage of Sisulu-Walker students achieving proficiency on the state mathematics exam was nearly 15 percentage points above the district average when comparing similar grades. Additionally, each grade level tested at Sisulu-Walker had a higher percentage of students performing at a proficient level when compared to Community School District 3 on the 2017-18 state mathematics exam. Most notably, the percentage of Sisulu-Walker 3rd grade students achieving proficiency on the 2018-19 mathematics exam exceeded the 3rd grade district average by nearly 22 percentage points. Additionally, the percentage of Sisulu-Walker 4th grade students achieving proficiency on the 2018-19 mathematics exam exceeded the 4th grade district average by nearly 21 percentage points.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

⁷ 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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	Percent	Number Tested	Percent	Number Tested
3	79.2%	24	67.5%	1370
4	88.2%	17	67.3%	1284
5	72.7%	22	59.8%	1286
All	79.4%	63	64.9%	3940

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	70.0%	24.7%	100%	66%	79.2%	67.5%
4	62.5%	18.3%	86.7%	66%	88.2%	67.3%
5	60.6%	21.0%	34.1%	59%	72.7%	59.8%
All	63.4%	21.4%	57.4%	63.8%	79.4%	64.9%

As shown through the chart above, Sisulu-Walker has had a higher percentage of students performing at a proficient level on the state mathematics exam in the 2016-17 school year, when their comparator district was Community School District 5. Indeed, the gap between Sisulu-Walker and Community School District 5 was significant: 42 percentage points. When the school's comparison district was changed to also include Community School District 3 in the 2017-18 school year, Sisulu-Walker had a lower percentage of students achieving proficiency than the district. However, in the 2018-19 school year, Sisulu-Walker had a higher percentage of students performing at a proficient level on the state mathematics exam than the district. Indeed, Sisulu-Walker outperformed the district on the 2018-19 mathematics exam by 14.5 percentage points. Impressively, from the 2017-18 school year to the 2018-19 school year, the percentage of Sisulu-Walker students achieving proficiency on the state mathematics exam increased by 22 percentage points. During this same time, the district increased by 1.1 percentage points.

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.

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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2017-18 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

In the 2017-18 school year, Sisulu-Walker's Effect Size was 1.35.

Sisulu-Walker met its measure by having an aggregate Effect Size that was higher than expected to a large degree. The school's performance was over four times the minimal requirement for achieving the desired effect size.

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2017-18 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	84.6	21	85.7	43.3	42.5	1.96
4	92.9	21	90.5	32.7	57.8	2.90
5	89.6	44	34.1	28.4	5.7	0.33
All	89.2	86	60.5	33.1	27.4	1.35

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance on this comparative measure, including trends over time.

On the 2017-18 state mathematics assessment exam, Sisulu-Walker's Effect Size was 1.35. Sisulu-Walker has met the required effect size in each of the last three school years on the state mathematics exam.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	78.2	139	48.1	33.8	.71
2016-17	3-5	86.4	118	60.2	29.7	1.55
2017-18	3-5	89.2	86	60.5	33.1	1.35

Goal 2: Growth Measure⁸

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2017-18 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles. Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the target of 50. In addition, the narrative may also include discussion of specific grade-level results.

Sisulu-Walker's mathematics mean growth percentile in the 2017-18 school year was 41.8, below the statewide median.

Sisulu-Walker's overall mean growth percentile was below the statewide average, but the school's 4th grade also exceeded the statewide targeted mean growth percentile by over 20 percentage points.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.2	50.0
5	28.0	50.0
All	41.8	50.0

ADDITIONAL EVIDENCE

Sisulu-Walker exceeded the state's mathematics target mean growth percentile goal in two of the last three years. While the school did not meet the overall goal in the 2017-18 school year, this is largely attributable to the school's 5th grade class, which scored 22 points below the target, while the 4th grade class exceeded the target by over 20 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	61.2	59.1	70.2	50.0
5	41.9	42.9	28.0	50.0

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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All	52.7	51.4	41.8	50.0
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SUMMARY OF THE MATHEMATICS 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.

In the 2018-19 school year, Sisulu-Walker achieved both of its absolute and comparative goals, but did not achieve its growth goal.

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.	Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 2017-18 results.)	Not Met

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.

Curriculum

- Teachers will continue to develop mathematics games aligned to units of study to ensure that students have meaningful opportunities to engage in repeated independent practice.

Instruction

- The mathematics block has been divided into three 30-minute periods. Each class has two teachers assigned to deliver instruction. Students will be divided into 3 homogenous groups. During one rotation, teachers will use the gradual release model to teach students new

concepts. During the second rotation, teachers will re-teach math concepts that were not mastered from the previous day's lesson or the daily lesson based on exit ticket results or address deficits identified on interim assessments. Students will work independently during the last rotation on a daily constructed response or use math games and centers to provide repeated practice.

Assessment

- We now employ Rally assessments for interim assessments and unit-based assessments as well as previously released test questions.
- We increased the number of interim assessments students will take during the academic year from four to five. Assessments will be administered every six weeks. Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Students will receive a bi-weekly math assessment to ensure that the period devoted to re-teaching is data-driven and we respond to gaps in student understanding earlier.
- Each unit of study will include a pre-test and post-test, so we can measure mastery of standards between interim assessments and provide remediation on problem standards prior to administering six-week assessments.

Professional Development

- Pre-Service included one-to-one coaching sessions with teachers to develop lesson plans on efficacy in mathematics instruction and strategies for increasing student engagement and developing fluency.
- Teachers with historically strong math testing data will provide professional development on best practices in mathematics.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

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 Standards and the Common Core Standards. All grade levels start with a unit on inquiry followed by four to five grade 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

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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.

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 2019. 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.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

100% of Sisulu-Walker's students in at least their second year at the school tested at a proficient level on the New York State Science exam.

Sisulu-Walker achieved this goal. 100% of the school's students in at least their second year at the school tested at a proficient level on the State Science exam, 25 percentage points above the stated goal.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	100%	17
All	100%	17

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ADDITIONAL EVIDENCE

In the years in which the State Science exam scores have been administered, the percentage of Sisulu-Walker’s students testing at a proficient level and enrolled in at least their second year greatly exceeded the stated goal of 75%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	81.4%	43	100%	17	100%	17
All	81.4%	43	100%	17	100%	17

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure; e.g. the charter school performance compared to the district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure; i.e. whether the charter school fell short of, equaled or exceeded the district performance in each grade and by how much.

At the time of this report’s submission, the district state science exam results were not available.

2018-19 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 ¹⁰

¹⁰ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	17	N/A	N/A
All	100%	17	N/A	N/A

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

At the time of this report's submission, the district state science exam results for the last three academic years were not available.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	81.4%	N/A	100%	N/A	100%	N/A
All	81.4%	N/A	100%	N/A	100%	N/A

SUMMARY OF THE 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 achieved its absolute goal. The district's Science score was not available at the time this report was written. Thus, the comparative goal cannot be measured.

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.	Met
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.	N/A

ACTION PLAN

Curriculum

- A math/science consultant will develop science curriculum maps aligned to the Common Core Standards and the new science standards. Teachers develop lesson plans using the curriculum maps as a guide as well as instructional notes. Additional trade books were purchased to supplement the science curriculum.

Instruction

- Science is taught during Content Literacy Instruction. We alternate between science and social studies topics. However, an interdisciplinary approach is employed in order to provide students with enough exposure to science content in preparation for the exam.

Assessment

- Students will be assessed informally during lesson via reading, writing and experimentation. The analysis of diagrams related to units of study will be employed. Students will also take teacher-generated assessments at the end of science each unit.

Professional Development

- The Principal and Assistant Principal will provide individual support through lesson development, co-planning and modeling.

GOAL 4: ESSA

Goal 4: ESSA

Sisulu-Walker will be in good standing pursuant 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

The school met its goal of good standing for the 2018-19 school year.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

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Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing

