# King Center Charter School

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Tamaira Coleman

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Tamaira Coleman, Executive Director**,** Antoinette Rhodes, Principal, Melissa Rivera, Assistant Principal, Omarlla Roulhac, Director of Curriculum & Instruction and Christopher J. Ciechoski, Data and Assessment Coordinator prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

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**Antoinette Rhodes has served as the Principal (School Leader) since 2014.**

**Tamaira Coleman appointed Executive Director effective 7/1/2019**

The King Center Charter School has historically provided a learning environment for at-risk students focused on their behavioral and academic success. We are a unique 21st century laboratory school for the study of teaching and learning in urban settings servicing 426 students. This year King Center Charter School will celebrate its 20th year of providing education to our community's students and families.

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Lead teachers meet with the School Principal, Assistant Principal, the Director and Assistant Director of Instruction and Curriculum, and the Instructional Coaches to collaboratively analyze leading indicator achievement data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine timely strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the providing professional development for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, intervention, parent conferences, home visits, etc.

As a school, we are committed to learn all that we can from our formative and summative data so we are constantly evaluating our effectiveness using various information sources

 and looking for best practices and curriculum to help increase students' outcomes. After searching for a curriculum that would give us the continuity with instruction, and student outcomes, we adopted the New York Engage ELA and Math Modules K-8th. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate more proficiency in math and reading. In addition, we added Math and ELA Interventionists to service those students who needed extra support and assigned them for core support in some classrooms. We also provide break out spaces for Response-to-Intervention for students who are at risk for inadequate academic progress to receive academic intervention. This year we are continuing to implement our After School Academy which provides extra support for students who struggle academically and enrichment for those students who are excelling. We have also implemented Restorative Justice, a program that helps students and teachers build relationships for the success of the classroom- learning environment. The school also provides instructional coaching for teachers K-8th in ELA and Math to help refine instructional practices for the success for all students.

KCCS continues to test every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who were below reading level according to Common Core standards. Our theory of change is that when a student can't critically engage with a text he or she can't read, we need to

initially attend to our students' reading skills to catch them up to the new expectations. We are also focusing on increasing the number of students reading independently at school by providing independent reading time within the classroom schedule. We know that increasing literacy skills will result in student achievement in all subject areas.

In addition, we have devoted professional development time to support teachers in increasing reading levels, writing levels, social-emotional skills as well as critical thinking in both verbal and written environments.

Our mission as a school is to prepare all students beginning in kindergarten for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school we are working to fulfill this mission and we are dedicated to exposing our students at an early age to college and career readiness opportunities.  We will continue to partner with local colleges, businesses and community organizations to provide our students with 21st century learning experiences. King Center will continue to provide all students with access to technology in preparation for the new computer –based New York State test and for Career and College readiness preparation.

| School Enrollment by Grade Level and School Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| 2014-15 | 56 | 54 | 51 | 57 | 40 | 43 | 21 | 23 | 22 | 367 |
| 2015-16 | 51 | 57 | 54 | 47 | 54 | 42 | 43 | 24 | 23 | 395 |
| 2016-17 | 45 | 62 | 52 | 51 | 50 | 51 | 51 | 41 | 22 | 425 |
| 2017-18 | 62 | 51 | 55 | 52 | 51 | 48 | 46 | 46 | 36 | 447 |
| 2018-19 | 56 | 59 | 49 | 50 | 52 | 40 | 39 | 42 | 40 | 427 |

# GOAL 1: ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

## Goal: Students will be proficient readers and writers of the English Language

## BACKGROUND

Core Curriculum:

KCCS has fully adopted the NYS Engage Modules and Domains for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student.

Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions. KCCS follows the Lucy Calkins writing workshop model for grades K-8. All students are given a pre- assessment at the beginning of each writing unit to plan mini-lessons throughout the writing process. Students work through three main writing units throughout the school year and complete a post- assessment at the end of each unit.

Assessments:

KCCS continues to test every student in the school using the Fountas & Pinnell (F & P) system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who score below grade level expectations. The F & P assessment is administered three times a year to monitor progress, revise interventions and to guide the classroom RTI blocks. K-5 teachers are participating in an in-depth training for RTI this school year. Grades K-8 mid and end-of-module assessments have also been fully revised to closely mirror the New York State ELA assessment. NWEA Map ELA assessment is administered three times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency levels so that we can respond before the actual assessments are given..

Staffing:

During the 2018-19 school year, we hired two new lead teachers for grades 5 and 7. These teachers continue to receive coaching and mentoring in their second year at KCCS.

**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 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<br>Number of Students Tested and Not Tested | | | | | |
|---|---|---|---|---|---|---|
| Grade | Total Tested | Not Tested[1] | | | | Total Enrolled |
| | | IEP | ELL | Absent | Refused | |
| 3 | 48 | | | | 1 | 49 |
| 4 | 49 | | | | 1 | 50 |
| 5 | 36 | | | 1 | 3 | 39 |
| 6 | 37 | | | | | 38 |
| 7 | 33 | | | | 9 | 42 |
| 8 | 36 | | | | 3 | 39 |
| All | 239 | | | | 18 | 257 |

## RESULTS AND EVALUATION

In 2018-19, 33% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS ELA assessments. The proficiency rate of all students, including first year students, was slightly higher at 35% for the 2019 NYS ELA assessment. King Center saw notably higher proficiency results for fourth and sixth grade. King Center had 74% of students perform at a level 2 or higher compared with 53% of students tested in the Buffalo City School District scoring a Level 2 or higher.  The King Center exceeded the Buffalo City School District by 21 percentage points when comparing levels 2-4 and by 8% points when comparing levels 3-4.

| | Performance on 2018-19 State English Language Arts Exam<br>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 | 38% | 48 | 33% | 45 |
| 4 | 51% | 49 | 51% | 49 |
| 5 | 14% | 36 | 14% | 35 |
| 6 | 43% | 37 | 43% | 37 |
| 7 | 30% | 33 | 28% | 32 |
| 8 | 28% | 36 | 28% | 36 |
| All | 35% | 239 | 33% | 234 |

## ADDITIONAL EVIDENCE

King Center Charter School has showed an increase in proficiency from 2016-17 to 2017-2018 and held steady for the 2018 -2019 school year, remaining steady at 33% for students in at least their second year and King Center Charter School.

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[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.

| | 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 | 29% | 48 | 48% | 48 | 33% | 45 |
| 4 | 25% | 40 | 46% | 46 | 51% | 49 |
| 5 | 13% | 31 | 20% | 40 | 14% | 35 |
| 6 | 16% | 32 | 29% | 34 | 43% | 37 |
| 7 | 23% | 26 | 20% | 40 | 28% | 32 |
| 8 | 42% | 19 | 30% | 23 | 28% | 36 |
| All | 24% | 196 | 33% | 231 | 33% | 234 |

**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

King Center exceeded the state's 2018-19 English Language Arts MIP for all students of 105 by 8 points. The reduction of students scoring at a level 1 over the previous two years has allowed King Center to keep ahead of the MIP goals set forth in the ESSA accountability system.

| Number in Cohort | English Language Arts 2018-19 Performance Index | | | |
|---|---|---|---|---|
| | Percent of Students at Each Performance Level | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 26 | 39 | 28 | 7 |

$$PI = 39 + 28 + 7 = 74$$
$$28 + 7 = 35$$
$$7 + (.5)*7 = 4$$
$$PI = 113$$

> **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]

## RESULTS AND EVALUATION

King Center Charter School Students in at least their second year exceeded the Buffalo City School District's proficiency by 8 percentage points. King Center exhibited the largest gap to the district when comparing 4th and 6th grade respectively.

| | 2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level | | | |
|---|---|---|---|---|
| | Percent of Students at or Above Proficiency | | | |
| Grade | Charter School Students In At Least 2nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 33% | 45 | 32% | 2348 |
| 4 | 51% | 49 | 28% | 2408 |
| 5 | 14% | 35 | 18% | 2306 |
| 6 | 43% | 37 | 25% | 2238 |
| 7 | 28% | 32 | 18% | 2033 |
| 8 | 28% | 36 | 27% | 1985 |
| All | 33% | 234 | 25% | 13318 |

## ADDITIONAL EVIDENCE

King Center Charter School students in at least their 2nd year have consistently outscored the Buffalo City School District throughout the duration of the charter. The current gap between King Center and the Buffalo City School District is most notable in grades 4 and 6.

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has continued to demonstrate significantly more success. With achievement gaps ranging from 13 to 25 percentage points. (See attached charts in Optional Goal 1)

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[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.

| Grade | English Language Arts Performance of Charter School and Local District by Grade Level and School Year | | | | | |
|---|---|---|---|---|---|---|
| | 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 | 29% | 18% | 48% | 32% | 33% | 32% |
| 4 | 25% | 18% | 46% | 23% | 51% | 28% |
| 5 | 13% | 15% | 20% | 16% | 14% | 18% |
| 6 | 16% | 15% | 29% | 25% | 43% | 25% |
| 7 | 23% | 20% | 20% | 18% | 28% | 18% |
| 8 | 42% | 20% | 30% | 25% | 28% | 27% |
| All | 24% | 18% | 33% | 23% | 33% | 25% |

**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

King Center's overall effect size for the 2017-18 analysis was slightly higher than expected at 0.08. King Center achieved the largest effect size within the 3rd and 4th grade cohorts while the middle school effect size was lower than expected.

| | | | 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 | 96.2% | 50 | 46 | 35.5 | 10.5 | 0.58 |
| 4 | 96.1% | 50 | 46 | 33.3 | 12.7 | 0.71 |
| 5 | 93.8% | 43 | 23.3 | 22.8 | 0.5 | 0.03 |
| 6 | 97.8% | 39 | 25.6 | 31.1 | -5.5 | -0.37 |
| 7 | 91.3% | 43 | 18.6 | 26.1 | -7.5 | -0.49 |
| 8 | 83.3% | 24 | 29.2 | 38.3 | -9.1 | -0.47 |
| All | 93.9% | 249 | 32.5 | 30.8 | 1.7 | 0.08 |

| School's Overall Comparative Performance: |
|---|
| *Slightly higher than expected* |

## ADDITIONAL EVIDENCE

King Center has shown improvement from the 2016-17 results with an increase that resulted in a score that was slightly higher than expected for the 2017-18.

| | English Language Arts Comparative Performance by School Year | | | | | |
|---|---|---|---|---|---|---|
| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
| 2015-16 | 3-8 | 97.5 | 201 | 27.7 | 20.4 | 0.39 |
| 2016-17 | 3-8 | 96.5 | 227 | 22.4 | 22.3 | -0.01 |
| 2017-18 | 3-8 | 93.9 | 249 | 32.5 | 30.8 | 0.08 |

**Goal 1: Growth Measure**[3]

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

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[3] See Guidelines for **Creating a SUNY Accountability Plan** for an explanation.

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.[4]

## RESULTS AND EVALUATION

King Center Charter School exceeded the state median target. The largest growth was shown in grades 4 and 8.

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

| Grade | Mean Growth Percentile | |
|---|---|---|
| | School | Target |
| 4 | 57 | 50.0 |
| 5 | 45.4 | 50.0 |
| 6 | 46.4 | 50.0 |
| 7 | 46.7 | 50.0 |
| 8 | 56.9 | 50.0 |
| All | 50.1 | 50.0 |

## ADDITIONAL EVIDENCE

King Center Charter School met the state median growth goal after coming close to meeting it in the previous two years.

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

| Grade | Mean Growth Percentile | | | |
|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 59 | 34 | 57 | 50.0 |
| 5 | 34 | 40.1 | 45.4 | 50.0 |
| 6 | 48 | 56.4 | 46.4 | 50.0 |
| 7 | 56 | 40.3 | 46.7 | 50.0 |
| 8 | 52 | 55 | 56.9 | 50.0 |
| All | 49 | 44.5 | 50.1 | 50.0 |

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

**Goal 1: Optional Measure**

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.
These schools include:

-Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

METHOD: COMPARISONS OF NYS TESTING RESULTS

RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS WITH SIMILAR DEMOGRAPHICS

ADDITIONAL EVIDENCE: SEE CHARTS BELOW

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
| | KING CENTER Charter School | | Harriet Tubman Academy | | Build Community School | | Harvey Austin School 97 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|---|---|---|---|---|---|---|---|---|
| 3 | 33% | 45 | 20% | 60 | 30% | 37 | 28% | 46 |
| 4 | 51% | 49 | 2% | 50 | 10% | 48 | 27% | 48 |
| 5 | 14% | 35 | 6% | 66 | 0% | 41 | 9% | 53 |
| 6 | 43% | 37 | 8% | 37 | 9% | 32 | 14% | 58 |
| 7 | 28% | 32 | 3% | 29 | 3% | 40 | 0% | 64 |
| 8 | 28% | 36 | 2% | 45 | 6% | 36 | 11% | 61 |
| All | 33% | 234 | 8% | 287 | 5% | 234 | 14% | 330 |

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
| | KING CENTER Charter School | | PS 59 Dr. Charles Drew Science Magnet | | Dr. Lydia T Wright School of Excellence | | Highgate Heights | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|---|---|---|---|---|---|---|---|---|
| 3 | 33% | 45 | 19% | 79 | 21% | 56 | 22% | 36 |
| 4 | 51% | 49 | 19% | 89 | 23% | 62 | 33% | 48 |
| 5 | 14% | 35 | 10% | 93 | 6% | 78 | 2% | 53 |
| 6 | 43% | 37 | 17% | 90 | 22% | 92 | 29% | 45 |
| 7 | 28% | 32 | 7% | 44 | 11% | 63 | 15% | 41 |
| 8 | 28% | 36 | 13% | 47 | 13% | 46 | 24% | 42 |
| All | 33% | 234 | 15% | 442 | 16% | 397 | 20% | 265 |

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 44% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades1-6 only)

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 72% OF STUDENTS IN GRADES 1-6 ACHIEVED AT LEAST 1 YEAR EQUIVALENT OF GROWTH ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 86% OF STUDENTS IN KINDERGARTEN INCREASED AT LEAST 1 READING LEVEL ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT.

ADDITIONAL EVIDENCE:

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS

RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 84% OF STUDENTS INCREASED ONE LEVEL FROM THEIR PRE-WRITING TO POST-WRITING ASSESSMENT USING THE LUCY CAULKINS WRITING RUBRIC.

ADDITIONAL EVIDENCE:

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

**King Center achieved six out of the ten measures set forth for the 2018-19 accountability plan. King Center showed favorable achievement in both the comparative and growth measures.**

| 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 Achieved |
| 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. | Achieved |
| 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. | Achieved |
| 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.) | Not 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 2017-18 results.) | Achieved |
| Comparative | Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics. These schools include: Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights. | Achieved |
| Growth | Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as | Not Achieved |

| | measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts. | |
|---|---|---|
| Growth | Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only) | Not Achieved |
| Growth | Each Year, 75% of students in Kindergarten will grow at least 1 level from their Fountas and Pinnell Winter Baseline. | Achieved |
| Growth | Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric | Achieved |

## ACTION PLAN

The review of academic achievement data suggests that there are areas where students are making progress under the current practices in our instructional program and areas that need improvement. In response to the outcome data for the spring of 2019, and our previous site visit reports from CSI, in 2019-2020 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

| English Language Arts (continued from last school year) | |
|---|---|
| Parent Literacy Nights | Restorative Justice |
| After-School Academy | KinderCamp |
| Increased Independent Reading Time (in school and at home) | K-2 CKLA Modules EngageNY |
| ELA Instructional Coach | Assessment Strategy Incentive Program |

| English Language Arts (new) | |
|---|---|
| Weekly Data Team Meetings and PLC's | Visits to Charter Schools with Similar Demographics and Greater Assessment Scores |
| Performance Matters | Professional Development |
| NWEA Map Skills Computer Program | Assessment Modification (3-8) |
| King Center ACES Program | |

1.	Weekly Data Team Meetings and PLC's: this school year we plan to move to a weekly data team meeting structure (as opposed to monthly) with all lead teachers in grades 3-8. Lead teachers will collect student performance results on all assessments. They will analyze the item analysis and school wide data reports in order to collaborate to form action plans to remediate skill deficits in a timely fashion. Lead teachers will meet weekly (using the most recent class set of data) to collaborate with the Director of Instruction, Assistant Director of Instruction, and Instructional Coaches. Teachers will also continue to meet once monthly with the principal to report academic, behavior, and social/emotional data. Professional Learning Communities (PLCs) will be implemented for K-2 lead teachers. PLCs will be an ongoing process where educators will work collaboratively to analyze evidence of student learning and develop strategies for improvement.

2.	Performance Matters: KCCS has fully moved to a more advanced data reporting system through Power School. Performance Matters collates all student data onto a single platform, allowing for a more holistic view of student proficiency, growth targets and assessments of skill strengths and deficits. Teachers will analyze and use the data reports from Performance Matters to meet for weekly data team meetings allowing for a more centralized action plan for remediation.

3.	NWEA Map Skills Computer Program: All students in grades 3-8 will use the MAP Skills computer based program to identify skill deficits, individualize instruction and monitor progress between MAP school-wide assessments. MAP Skills will be used to supplement interventions and closely track student progress and growth. MAP skills be used as a resource during RTI instructional blocks.

4.  King Center ACES Program: (Accelerated Curriculum for Enriching Students) program will target high achieving students. The enrichment program gives the students more time to study concepts with greater depth, and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest. The program will follow the PBL Works (Buck Institute) model for Project Based Learning. All curriculum and unit plans will incorporate classroom content and use the Gold Star PBL model for implementation, planning and teaching strategies.

5.	School Visits: We plan to visit several higher performing schools with similar demographics this year to bring back best practices for data, instruction, RTI and test prep.

6.	Professional Development:

·	Next Generation Standards (ELA, math, science, social studies)

·	Performance Matters Data System

·	Guided Reading

·	Trauma

·	PLC's

·	RTI

·	Classroom Management/Behavior

·	Restorative Justice

7.	Assessment Modification (3-8): We have fully revised the grades 3-8 module assessments for ELA. The mid and end of module assessments will be closely aligned to the format of the NYS assessments including more multiple choice, short response and paired extended responses.

# GOAL 2: MATHEMATICS

<div>

## Goal 2: Mathematics

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

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## BACKGROUND

Core Curriculum:

KCCS has fully adopted the NYS Engage Modules for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use the Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions.

Assessments:

Math baseline assessments are administered in grade K-8 in the beginning of the year to identify weak skills and determine interventions. NWEA Map Math assessment is administered 3 times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency projections.

Staffing:

KCCS hired a new 5th grade math teacher in February after months of working with a long-term sub. This teacher continues to receive instructional coaching and mentoring in her second year.

**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 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.

| Grade | Total Tested | IEP | ELL | Absent | Refused | Total Enrolled |
|-------|------|-----|-----|--------|---------|-------|
| | | Not Tested[5] | | | | |
| 3 | 48 | | | | | 48 |
| 4 | 46 | | | | 4 | 50 |
| 5 | 37 | | | | 2 | 39 |
| 6 | 33 | | | 2 | 3 | 38 |
| 7 | 37 | | | | 5 | 42 |
| 8 | 29 | | | | 10 | 39 |
| All | 230 | | | 2 | 24 | 256 |

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

## RESULTS AND EVALUATION

In 2018-19, 35% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS Math assessments. The proficiency rate of all students, including first year students, was slightly higher at 36% for the 2019 NYS Math assessment. King Center saw notably higher proficiency results for third and fourth grade. King Center had 64% of students performing at a level 2 or higher compared to 42% of the students in the Buffalo City District scoring a level 2 or higher. King Center exceeded the Buffalo City School District by 24% percentage points when comparing levels 2-4.

**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 | 65% | 48 | 58% | 45 |
| 4 | 46% | 46 | 46% | 46 |
| 5 | 11% | 37 | 11% | 36 |
| 6 | 42% | 33 | 42% | 33 |
| 7 | 14% | 37 | 14% | 36 |
| 8 | 24% | 29 | 24% | 29 |
| All | 36% | 232 | 35% | 225 |

King Center Charter School has seen an upward trend in proficiency over the last 3 years.

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[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.

| Mathematics Performance by Grade Level and School 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 | 48% | 46 | 60% | 47 | 58% | 45 |
| 4 | 40% | 42 | 44% | 45 | 46% | 46 |
| 5 | 0% | 31 | 33% | 40 | 11% | 36 |
| 6 | 21% | 33 | 23% | 35 | 42% | 33 |
| 7 | 13% | 24 | 17% | 36 | 14% | 36 |
| 8 | 21% | 19 | 17% | 29 | 24% | 29 |
| All | 27% | 195 | 34% | 232 | 35% | 225 |

**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

King Center performed slightly below the 107 Measure of Interim progress (MIP) goal set forth by New York State. King Center did however exceed the MIP goal the African American subgroup and the MIP goal for the economically disadvantaged subgroup both of which comprise 94% of the KCCS student population.

| 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 |
| | 36 | 28 | 21 | 14 |

$$PI = 28 + 21 + 14 = 63$$
$$21 + 14 = 35$$
$$1 + (.5)*14 = 7$$
$$PI = 105$$

**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

King Center has historically outscored the Buffalo Public School district in mathematics. Over the last 2 years King Center has experienced an increasing gap when compared to the district with the 2018-19 school year showing a gap of 14 percentage points.

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has demonstrated significantly more success. With achievement gaps ranging from 17 to 30 percentage points.

(See "2018-19 Mathematics Performance of Charter School and Comparison Schools by the Grade Level" chart below)

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[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.

## 2019 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 2nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 58% | 45 | 28% | 2384 |
| 4 | 46% | 46 | 21% | 2456 |
| 5 | 11% | 36 | 20% | 2301 |
| 6 | 42% | 33 | 22% | 2212 |
| 7 | 14% | 36 | 16% | 1963 |
| 8 | 24% | 29 | 17% | 1956 |
| All | 35% | 225 | **21%** | 13272 |

## ADDITIONAL EVIDENCE

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | KING CENTER Charter School | | Harriet Tubman Academy | | Build Community School | | Harvey Austin School 97 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 58% | 45 | 30% | 64 | 11% | 37 | 26% | 46 |
| 4 | 46% | 46 | 10% | 51 | 0% | 48 | 10% | 48 |
| 5 | 11% | 36 | 4% | 70 | 8% | 40 | 19% | 53 |
| 6 | 42% | 33 | 3% | 40 | 13% | 32 | 3% | 58 |
| 7 | 14% | 36 | 7% | 30 | 0% | 38 | 0% | 64 |
| 8 | 24% | 29 | 4% | 45 | 0% | 35 | 3% | 61 |
| All | 35% | 225 | 11% | 300 | 5% | 230 | 5% | 330 |

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | KING CENTER Charter School | | PS 59 Dr. Charles Drew Science Magnet | | Dr. Lydia T Wright School of Excellence | | Highgate Heights | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 58% | 45 | 18% | 80 | 18% | 57 | 24% | 37 |
| 4 | 46% | 46 | 20% | 89 | 10% | 60 | 20% | 50 |
| 5 | 11% | 36 | 7% | 95 | 12% | 78 | 4% | 51 |
| 6 | 42% | 33 | 11% | 91 | 10% | 84 | 43% | 44 |
| 7 | 14% | 36 | 10% | 49 | 4% | 56 | 13% | 40 |
| 8 | 24% | 29 | 0% | 52 | 0% | 44 | 8% | 39 |
| All | 35% | 225 | 12% | 456 | 9% | 379 | 18% | 261 |

| | Mathematics Performance of Charter School and Local District by Grade Level and School Year | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
| Grade | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 48% | 22% | 60% | 31% | 58% | 28% |
| 4 | 40% | 18% | 44% | 20% | 46% | 21% |
| 5 | 0% | 19% | 33% | 18% | 11% | 20% |
| 6 | 21% | 20% | 23% | 22% | 42% | 22% |
| 7 | 13% | 15% | 17% | 19% | 14% | 16% |
| 8 | 21% | 7% | 17% | 14% | 24% | 17% |
| All | 27% | <u>17%</u> | 34% | **<u>21%</u>** | 35% | **<u>21%</u>** |

**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 <u>2017-18</u> results, the most recent Comparative Performance Analysis available.

## RESULTS AND EVALUATION

KING CENTER HAD AN EFFECT SIZE THAT WAS HIGHER TO A MEANINGFUL DEGREE. THE EFFECT SIZE FOR GRADES 3 AND 4 WERE SIGNIFICANTLY HIGHER THAN THE 0.3 GOAL WITH .91 AND .92 RESPECTIVELY.

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|---|---|---|---|---|---|---|
| | | | Actual | Predicted | | |
| 3 | 96.2 | 49 | 57.1 | 38.3 | 18.9 | 0.91 |
| 4 | 96.1 | 49 | 49 | 31.2 | 17.8 | 0.92 |
| 5 | 93.8 | 43 | 34.9 | 26.3 | 8.6 | 0.5 |
| 6 | 97.8 | 40 | 20 | 23.3 | -3.3 | -0.2 |
| 7 | 91.3 | 39 | 15.4 | 23.4 | -8 | -0.43 |
| 8 | 83.3 | 30 | 16.7 | 22.1 | -5.5 | -0.26 |
| All | 93.7 | 250 | 34.4 | 28.2 | 6.2 | 0.31 |

| School's Overall Comparative Performance: |
|---|
| *Higher than expected to a meaningful degree* |

## ADDITIONAL EVIDENCE

**King Center Charter School has shown an upward trend in effect size over the last 3 years.**

| Mathematics Comparative Performance by School Year | | | | | | |
|---|---|---|---|---|---|---|
| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
| 2015-16 | 3-8 | 97.5 | 196 | 19.3 | 20.5 | -0.08 |
| 2016-17 | 3-8 | 96.5 | 229 | 25.9 | 21.5 | 0.21 |
| 2017-18 | 3-8 | 93.7 | 250 | 34.4 | 28.2 | 0.31 |

### Goal 2: Growth Measure[7]

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 percentile based on their relative growth in performance (student growth percentile). Students'

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

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.[8]

## RESULTS AND EVALUATION

King Center came close to meeting the statewide median growth percentile. It should be noted, Grade 6 achieved a much higher level of growth when compared to the state median target. Grades 5 and 7 were lower than expected growth during the 2017-18 school year. In response to the lower than expected growth, the school added additional interventions to support those cohorts in the 2018-19 school year.

### 2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
| --- | --- | --- |
| | School | Target |
| 4 | 48 | 50.0 |
| 5 | 40.6 | 50.0 |
| 6 | 72.6 | 50.0 |
| 7 | 38.7 | 50.0 |
| 8 | 51.8 | 50.0 |
| All | **49.8** | 50.0 |

## ADDITIONAL EVIDENCE

King Center continues to make growth towards meeting the statewide median target of 50.0.

### Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
| --- | --- | --- | --- | --- |
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 43 | 31.9 | 48 | 50.0 |
| 5 | 41 | 35.5 | 40.6 | 50.0 |
| 6 | 62 | 54.6 | 72.6 | 50.0 |
| 7 | 39 | 37.5 | 38.7 | 50.0 |
| 8 | 44 | 70.4 | 51.8 | 50.0 |
| All | **46.5** | **44.3** | **49.8** | 50.0 |

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

**Goal 2: Optional Measure**

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.

These schools include:
    -Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

METHOD: COMPARISON OF 2019 NYS MATH ASSESSMENT RESULTS

RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS WITH SIMILAR DEMOGRAPHICS

ADDITIONAL EVIDENCE: SEE CHART BELOW

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
| | KING CENTER Charter School | | Harriet Tubman Academy | | Build Community School | | Harvey Austin School 97 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|---|---|---|---|---|---|---|---|---|
| 3 | 58% | 45 | 30% | 64 | 11% | 37 | 26% | 46 |
| 4 | 46% | 46 | 10% | 51 | 0% | 48 | 10% | 48 |
| 5 | 11% | 36 | 4% | 70 | 8% | 40 | 19% | 53 |
| 6 | 42% | 33 | 3% | 40 | 13% | 32 | 3% | 58 |
| 7 | 14% | 36 | 7% | 30 | 0% | 38 | 0% | 64 |
| 8 | 24% | 29 | 4% | 45 | 0% | 35 | 3% | 61 |
| All | 35% | 225 | 11% | 300 | 5% | 230 | 5% | 330 |

| Grade | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade | | | | | | | |
| | KING CENTER Charter School | | PS 59 Dr. Charles Drew Science Magnet | | Dr. Lydia T Wright School of Excellence | | Highgate Heights | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|---|---|---|---|---|---|---|---|---|
| 3 | 58% | 45 | 18% | 80 | 18% | 57 | 24% | 37 |
| 4 | 46% | 46 | 20% | 89 | 10% | 60 | 20% | 50 |
| 5 | 11% | 36 | 7% | 95 | 12% | 78 | 4% | 51 |
| 6 | 42% | 33 | 11% | 91 | 10% | 84 | 43% | 44 |
| 7 | 14% | 36 | 10% | 49 | 4% | 56 | 13% | 40 |
| 8 | 24% | 29 | 0% | 52 | 0% | 44 | 8% | 39 |
| All | 35% | 225 | 12% | 456 | 9% | 379 | 18% | 261 |

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 41% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.

ADDITIONAL EVIDENCE:

## SUMMARY OF THE MATHEMATICS GOAL

King Center fell short of the absolute and growth measures but were within a small margin of achieving both the state median growth target measure and the MIP goal set forth by the ESSA Accountability system. While King Center did not achieve the MIP goal for all students they did exceed the MIP goals for the majority subgroups (African American, Economically Disadvantaged) who attend King Center.

| 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. | Not Achieved |
| 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. | Not Achieved |
| 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. | Achieved |
| 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.) | Achieved |
| 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 Achieved |
| Comparative | Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics. | Achieved |

| | These schools include:<br>Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights. | |
|---|---|---|
| Growth | Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics. | Not Achieved |

## ACTION PLAN

| Mathematics (continued from last school year) | |
|---|---|
| Math Instructional Coach | KinderCamp |
| Restorative Justice | |
| After-School Academy | |
| Assessment Strategy Incentive Program | |

| Mathematics (New for 2019-20) | |
|---|---|
| Weekly Data Team Meetings and PLC's | School Visits |
| Performance Matters | Professional Development |
| NWEA Map Skills | King Center ACES Program |

1. Weekly Data Team Meetings and PLC's: this school year we plan to move to a weekly data team meeting structure with all lead teachers in grades 3-8. Lead teachers will collect student performance results on all formative assessments. They will interpret the item analysis and school wide data reports in order to collaborate to form action plans to remediate skill deficits. Lead teachers will meet weekly (using the most recent class set of data) to collaborate with the Director of Instruction, Assistant Director of Instruction, and Instructional Coaches. Each meeting will produce an action plan which will be managed by the Director of Instruction. Teachers will also continue to meet once monthly with the principal to report academic, behavior, and social/emotional data. Professional Learning Communities (PLC's) will be implemented for K-2 lead teachers. PLCs will be an ongoing process where educators will work collaboratively to analyze evidence of student learning and develop strategies for improvement.

2. Performance Matters: KCCS has fully migrated to a more advanced data reporting system through PowerSchool. Performance Matters brings together all student data into one platform, allowing for a more holistic view of student proficiency, growth targets and skill strengths and deficits. Teachers will analyze and use the data reports from Performance Matters for weekly data team meetings allowing for a more centralized action plan for remediation.

3. NWEA Map Skills Computer Program: All students in grades 3-8 will use the MAP Skills computer based program to identify skill deficits, individualize instruction and monitor progress

between MAP school-wide assessments. MAP Skills will be used to supplement interventions and closely track student progress and growth. MAP skills be used as a resource during RTI instructional blocks.

4.        King Center ACES Program: (Accelerated Curriculum for Enriching Students) program will target high achieving students. Enrichment gives the students more time to study concepts with greater depth and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest. The program will follow the PBL Works (Buck Institute) model for Project Based Learning. All curriculum and unit plans will incorporate classroom content and use the Gold Star PBL model for implementation, planning and teaching strategies.

5.        School Visits: We plan to visit several higher performing schools with similar demographics this year to bring back best practices for data, instruction, RTI and test prep.

6.        Professional Development Topics:

- •        Next Generation Standards (ELA, math, science, social studies)
- •        Performance Matters Data System
- •        Guided Reading
- •        Trauma
- •        PLCs
- •        RTI
- •        Classroom Management/Behavior

# GOAL 3: SCIENCE

## Goal 3: Science

Goal: Students will demonstrate competency in the understanding and application of scientific concepts.

## BACKGROUND

The science education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center staff collected and collaboratively analyzed science data from assessments that were aligned to the New York State standards to update the curriculum/pacing for the 2015-16 school year.

King Center Charter continued to implement a science curriculum derived from the New York State Science standards using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with scientific tools and materials. KCCS also invested $8,000 in science resources and materials to further enhance the science curriculum and provide additional opportunities for hands-on learning activities.

### 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

83% of King Center students in at least their second year were proficient on the 2018-2019 New York State Science Exam. Grade 8 saw a slight increase in proficiency when compared to the 2017-18 Science results.

| 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 2nd Year | |
| | Percent Proficient | Number Tested |
| 4 | 94% | 50 |
| 8 | 69% | 39 |
| All | 83% | 89 |

| 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 | 96% | 46 | 90% | 51 | 94% | 50 |
| 8 | 89% | 19 | 66% | 35 | 69% | 39 |
| All | 94% | 65 | 78% | 86 | 83% | 89 |

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**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

**Based on data from the 2017-18 NYS Science Examination, King Center Charter School outperformed the Buffalo City School District by 25 percentage points.**

| | 2018-19 State Science Exam<br>Charter School and District Performance by Grade Level | | | |
|---|---|---|---|---|

| Grade | Percent of Students at Proficiency | | | |
| | Charter School Students<br>In At Least 2nd Year | | All District Students[9] | |
| | Percent<br>Proficient | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 4 | 90% | 51 | 69% | 2386 |
| 8 | 66% | 35 | 34% | 2072 |
| All | 78% | 86 | 53% | 4458 |

## ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% of its students exhibiting proficiency on the New York State 4th grade science assessment and the 8th grade science exam while outscoring the Buffalo City School District by a wide margin.

| | Science Performance of Charter School and Local District<br>by Grade Level and School Year | | | | | |
|---|---|---|---|---|---|---|
| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their<br>Second Year Compared to Local District Students | | | | | |
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter<br>School | District | Charter<br>School | District | Charter<br>School | District |
| 4 | 96% | 64% | 90% | 69% | 94% | * |
| 8 | 89% | 32% | 66% | 34% | 69% | * |
| All | 94% | | 78% | 53% | 83% | * |

## SUMMARY OF THE SCIENCE GOAL

**King Center Charter School met both the Absolute and Comparative goals. King Center has consistently achieved both of these goals throughout their charter.**

| 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 |

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[9] This table uses the prior year's results as 2018-19 district science scores are not yet available.

## ACTION PLAN

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that need improvement. In response to the outcome data for the spring of 2019and our previous visit from CSI, KCCS plans to incorporate and/or build on the following to increase student achievement and promote growth in targeted areas

| Plan | Description |
|---|---|
| Science Coordinator | The King Center Science Coordinator will continue to manage the implementation of the new science standards for K-8. They have developed instructional pacing guides, materials and resources for supporting the new curriculum. |
| Next Generation Science Standard | Continuing professional development on the implementation of the Next Gen standards K-8 with the addition of Amplify Science NGSS Curriculum. |
| Science Professional Development | King Center Charter School is transitioning to the New York State Science Learning Standards for grades K-8. Teachers participated in professional development led by experienced science educators to explore the standards and develop learning plans. Each professional development involved the instructors modeling best science practices and instructing the teachers in new science content. The teachers then explored the standards for their grade level and developed learning plans with guidance from the expert. |

# GOAL 4: ESSA

## Goal 4: ESSA

King Center will remain a school in good standing

### 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

KCCS has been determined to be a school in good standing according to ESSA.

## ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent record of achieving this goal over the past 3 years.

| Accountability Status by Year ||
| Year | Status |
| --- | --- |
| 2016-17 | School in Good Standing |
| 2017-18 | School in Good Standing |
| 2018-19 | School in Good Standing |

> **Goal S: Absolute Measure**
>
> Each year the school will have a daily attendance rate of at least 90 percent.

## METHOD

Each morning, KCCS homeroom teachers take attendance and enter it into PowerSchool. Daily attendance rates are calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in PowerSchool.

## RESULTS

King Center achieved the goal of 90% attendance rate for students during the 2018-19 school year.

| 2018-19 Attendance | |
| --- | --- |
| Grade | Average Daily Attendance Rate |
| 1 | 90% |
| 2 | 92% |
| 3 | 93% |
| 4 | 91% |
| 5 | 93% |
| 6 | 92% |
| 7 | 91% |
| 8 | 92% |
| Overall | 92% |

## EVALUATION

Despite a slight drop in the attendance rate from 2018, King Center has met this attendance metric for the last 3 years.

## ADDITIONAL EVIDENCE

| Year | Average Daily Attendance Rate |
| --- | --- |
| 2016-17 | 94% |
| 2017-18 | 93% |
| 2018-19 | 92% |