



Elmwood Village Charter School Days Park

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Liz Evans, Director of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Santacrose	Office: Chair Committees: executive, finance, academic excellence, fundraising
Jennifer Bernacki Smith	Office: Vice Chair Committees: Executive
Matthew Moscati	Office: Treasurer Committees: Executive, Finance
Pamela Pollock	Office: Secretary Committees: Executive, Academic Excellence
Lacole Brumfield	Office: Parent Representative Committees: Nominating, Fundraising
Jamie Smith	Office: Parent Representative Committees: Academic Excellence
Marguerite Battaglia	Committees: Academic Excellence, Nominating
Mimi Barnes-Coppola	Committees: Academic Excellence, Nominating
Kathy Franklin Adams	Committees: Academic Excellence
Evelyn Kerney	Committees: Fundraising
Matthew Ryan	Committees: Finance, Fundraising, Nominating

Danielle Bruno has served as the Principal since 2016.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

EVCS Days Park opened in 2006 with 125 students in grades K-4. The original configuration of the school was to be K-6, with one class at each grade level. As EVCS graduated its first class of 6th graders the administration and trustees realized the need to expand through 8th grade. EVCS also decided to add an additional class at each grade level. The percentage of economically disadvantaged students grew from 25% in 2006 to 53% in 2017-2018. EVCS Days Park moved to its current location in 2012 and added busing in 2013.

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

Key Design Elements:

- Small, K-8 community: EVCS has 2 classrooms per grade level, with all of its students located in the same facility, building a sense of closeness and community.
- Small Class Size: EVCS has an average of 25 students per class compared to 28 students per class (grades 3-6) in the Buffalo Public Schools.
- Student-Teacher Ratio: each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- Community alliances: students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- More time on task: extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- Interdisciplinary curriculum: EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- Arts integration: arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students’ test scores.
- Parental involvement: Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.
- Technology integration: EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	50	51	52	52	52	25	24	24	20	X	X	X	X	350
2015-16	50	51	51	52	53	51	26	20	21	X	X	X	X	376
2016-17	49	50	52	52	52	50	51	23	19	X	X	X	X	398
2017-18	48	49	52	53	52	51	49	44	22	X	X	X	X	420
2018-19	47	50	52	52	53	52	52	49	42	X	X	X	X	449

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Elmwood Village Charter School Days Park students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the state's common core English language arts exams

BACKGROUND

ELA is taught in alignment with the NYS Common Core Learning Standards. EVCS's elementary literacy instruction is centered around, but not limited to the Wonders reading program. EVCS changed its core reading program from Open Court to Wonders in the 2016-2017 academic year because the publisher of Open Court was only aligning grades K-3 to the CCSS, and doing away with development of materials in the upper grades. After doing research, reviewing samples, and speaking to representatives from other local districts, EVCS's DCI ultimately decided to implement McGraw-Hill *Wonders* program for grades K-6.

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

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students who are not yet fluent readers (typically grades K-2), the focus is on

guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students' background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

Students who are more fluent readers (typically grades 3-6) will participate in literature circles using complex texts to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Literature circles provide excellent opportunities for students to develop proficiency with these specific anchor standards for reading such as:

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

Writing Workshop – K-8

EVCS uses the Writing Workshop model of writing instruction. Writing workshop is a process-based writing curriculum that allows us to have coherency across all grades (K-6) through the Units of Study bundles. Students work on specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing (within genres). Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time, at which time the teacher moves around the room conferring with student about their work. Students are encouraged to write for an audience and each workshop ends with a sharing of student work. Each unit of study ends with a publishing party where students share their completed work. With the adoption of the Common Core State Standards, EVCS made the decision to purchase the Units of Study in Opinion, Information, and Narrative Writing published by Heinemann. This curriculum reflects the genres for writing that are spelled out by the Common Core Standards and gives children several opportunities to write in those genres: narrative, persuasive, informational, and poetry. It places a heavy emphasis on revision. Written by grade level, this resource takes the school year month by month and guides teachers towards instructing with a balance of narrative and nonfiction writing.

Seventh and eighth grades also use the workshop approach to writing instruction, but writing instruction is integrated into teacher-created units of study, instead of being taught as a stand-alone period.

Assessment

In addition to the NYS Assessment, students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 1-8) three times per year. In addition, students in Elmwood Village Charter School Days Park 2018-19 Accountability Plan Progress Report

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

grades K-3 are given the Fountas & Pinnell Benchmark Assessments 3 times per year to determine reading levels. Students at all grade levels also take 4 ELA interim assessments per year, the results of which are used to drive instruction.

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 3 through 8 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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	0	0	0	0	52
4	51	0	0	0	2	53
5	47	0	0	0	2	51*
6	48	0	0	1	2	51
7	49	0	0	0	0	49
8	38	0	0	0	2	40
All	285	0	0	1	8	296

RESULTS AND EVALUATION

EVCS DP did not meet the measure for all grade levels, with the widest gap in the 6th grade cohort.

Between the 4th and 5th grade, and continuing at a slower pace through the 8th grade, EVCS loses many of its highest testing students to City Honors and Olmsted (criterion district schools that continue through high school). EVCS then brings in new students, many of whom tend to enter at lower levels of proficiency, and some have learning and behavioral issues which can disrupt academic instruction for all students. These new students must be diligently integrated into the classroom communities and the practice of norms and expectations in the classrooms are at the forefront. Because of EVCS’s commitment to keeping students in the classroom as much as possible, the academic instruction for all students can sometimes suffer. EVCS has taken measures

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.

*2 students were medically excused

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

to mitigate any disruptions to the instructional environment and school culture with a new student orientation and induction plan. Data has shown that the academic proficiency of all students increases throughout the remainder of middle school, and EVCS maintains a culture of rigor for all students.

When the administrative team examined the 6th grade scores, it observed that it had lost 5 students to criterion schools, all of whom were proficient and replaced them with 5 students, 1 of whom was proficient, for a net loss of 4 proficient students. This cohort's scores in the last testing year were 30% proficient, so while there was a slight drop in proficiency, we feel that some of the drop was because of a teacher in that grade level who was not performing up to the School's standards, and who was not asked back for the current year.

EVCS has a relatively small cohort size of students and therefore the performance of a relatively small number of students can skew performance numbers for the entire grade-level.

EVCS has implemented instructional coaching at all grade levels on a school-wide level in the 2018-2019 school year, and has also implemented the STEP literacy assessment system in order to better assess and remediate students who are falling below grade-level proficiency.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65.4	52	65.3	49
4	64.7	51	67.3	49
5	48.9	47	46.7	45
6	27.1	48	25.5	47
7	42.9	49	42.9	49
8	47.4	39	47.4	38
All	49.8	285	49.2	277

ADDITIONAL EVIDENCE

EVCS Days Park's performance over the past 3 years has been fairly flat. As explained elsewhere, EVCS has undergone a number of significant organizational changes in the past three years, including the hiring of a new Director, creation of a replication school that opened in 2017-2018, and an organizational restructuring. EVCS is putting many measures in place, including instructional coaches, the redefinition of the roles of the school directors to principals (whose focus is primarily on instructional excellence,) and the introduction of new literacy assessment system and an intervention program in order to move proficiency levels higher for all EVCS students.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	63.6	44	64.6	48	65.3	49
4	55.3	47	60.4	48	67.3	49
5	25	36	38.6	44	46.7	45
6	40.9	44	38	44	25.5	47
7	52.2	23	28.2	39	42.9	49
8	58.8	17	65.2	23	47.4	38
All	48.8	211	48.7	246	49.4	277

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

EVCS Days Park's PI for 2018-2019 is 139. The MIP for the state is 104.8, and for the School is N/A, as a baseline year. EVCS DP saw a drop from last year's PI due in large part to a slight increase in Level 2 scores, and a slight drop in Level 4 scores. The Instructional Leadership team has implemented a robust instructional coaching program for the 2019-2020 school year, and has implemented the STEP Literacy Assessment system to better identify and plan teaching and remediation strategies for those students who are not meeting proficiency in ELA.

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
285	20	30	32	18

$$PI = 30 + 32 + 18 = 80$$

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

$$32 + \frac{18}{(.5)*18} = \frac{50}{9} = 139$$

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

EVCS Days Park outscored the ELA state test performance of the district of residence in all grade levels, in most cases by large margins. EVCS outperformed the District by 24.67% overall. The closest it came to not meeting this measure was in 6th grade ELA, where the proficiency rates were almost equal. EVCS Instructional Leadership Team has discussed this extensively and feels that, besides the underperformance of one of the two grade level teachers, the loss of proficient students to criterion schools in 5th and 6th grades exacerbated the low proficiency scores. EVCS has replaced the teacher with a highly qualified, veteran teacher and has implemented tighter feedback and observation measures for teachers and for students so that this underperformance does not happen again.

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	65.3	49	32	2348
4	59.6	49	28	2408
5	46.7	45	18	2306
6	25.5	47	25	2238
7	42.9	49	18	2033

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	47.4	38	27	1985
All	49.46	277	24.79	13,318

ADDITIONAL EVIDENCE

EVCS DP consistently outperforms its district of residence and has done so since the School's inception.

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	63.6	18	64.6	32	65.3	32
4	55.3	18	60.4	23	67.3	28
5	25	15	38.6	16	46.7	18
6	40.9	15	38	25	25.5	25
7	52.2	20	28.2	18	42.9	18
8	58.8	20	65.2	25	47.4	27
All						

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

EVCS Days Park had positive effect sizes, except for 5th grade, when the School loses high-performing students to criterion schools (especially City Honors) and admits a number of students who come in below grade level.

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	54.7	48	64.6	53.1	11.5	0.70
4	51.9	50	60.0	50.3	9.7	0.58
5	58.8	50	36.0	36.5	.5	-0.03
6	55.1	48	68.8	50.6	18.2	1.17
7	81.8	43	30.2	29.9	.3	0.02
8	59.1	23	65.2	46.3	18.9	1.04
All	59.9	262	53.4	44.5	8.9	0.54

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

The effect size has remained relatively stable in the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	55.8	215	47%	37.8%	0.61
2016-17	3-8	56.7	238	46.6%	38.5%	0.50
2017-18	3-8	59.2	262	53.4%	44.5%	0.54

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁴

RESULTS AND EVALUATION

EVCS DP did not meet the unadjusted mean growth percentile goal of over 50, and instead posted a unadjusted MGP of 49.9. The lowest percentile in the chart below was the 7th grade cohort, which had a disproportionately large percentage of students who were economically disadvantaged. The cohort also lost a number of high performing students in the previous 2 years to criterion schools, and students who were far below grade level were admitted to the cohort.

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

Grade	Mean Growth Percentile	
	School	Target
4	44.5	50.0
5	44.8	50.0
6	68.3	50.0
7	38.3	50.0
8	54.2	50.0
All	49.9	50.0

ADDITIONAL EVIDENCE

EVCS Days Park has been right at, or just above, the target MGP during the last three 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	59.0	53.8	44.5	50.0
5	39.9	45.4	44.8	50.0
6	51.3	61.6	68.3	50.0
7	50.4	52.3	38.3	50.0
8	42.0	50.4	54.2	50.0
All	49.2	53.3	49.9	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EVCS Days Park did not meet the absolute goal of 75% in the proficiency category. In the PI vs. MIP goal, the chart published by NYSED asserted that 2017-2018 was a baseline year, and no MIP was

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

established for the School. EVCS met the two comparative goals of performance vs. the District and the effect size. And EVCS just missed meeting the growth goal by .1.

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.	
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 4-8 will be above the target of 50. (Using 2017-18 results.)	Not Met

ACTION PLAN

EVCS Days Park has undergone a tremendous amount of change over the past three years. As our school has grown to full capacity, with 2018-2019 being the first year with 450 students in grades K-8. EVCS DP welcomed a new school leader, and opened a replication charter school – EVCS Hertel. The dividing of the time of the Director of Curriculum and Instruction, and the Director of Operations left somewhat of a need at EVCS Days Park. In response to the increasing number of students and the demands for supports for academic and behavioral challenges, EVCS's Board and administrative team restructured the organization based on the model of many network schools.

the Instructional Leadership Team (made up of the Principals of both schools, Assistant Principals of both schools, and the Director of Curriculum and Instruction) participated in the Relay Graduate School National Principals Academic Fellowship (NPAF.) This was undertaken in order to strengthen instructional leadership practices to maximize outcomes for students. The intention is also to set up a culture of high leverage practices and cycles of meaningful feedback for EVCS's instructional staff members. The integration of this system with the Schools' use of the Responsive Classroom system required a careful tweaking of the Relay practices to jibe with the Schools' social-emotional Responsive Classroom (RC) practices, and our culture of teacher agency and autonomy.

EVCS began using Whetstone classroom observation software to help formalize and synchronize feedback for teachers at EVCS. EVCS has also put Instructional coaches into place for the 2019-2020 school year at both campuses and has sent them to the Relay Graduate School institute to ensure uniformity of vision and practice in teacher feedback. The coming year will be spent refining and monitoring the implementation of the coaches.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

As the Days Park middle-school program grew to capacity, EVCS added programs and extracurriculars to increase engagement, as well as recruitment and retention in these grade levels. The Instructional Leadership team implemented a robust music program and physical education and dance electives to help students to express their interests and maintain high levels of student engagement as they near their high-school years. EVCS also began to offer more sports and clubs, such as volleyball, basketball, track and field, and soccer, chess club, drama club, Girl Scouts, chorus, orchestra, and many more. As a non-criterion school we feel the need to enhance our offerings to attract and retain our students and families. This is due in part because the Buffalo Public School District gives all current BPS students preference in high-school placements, giving our families an incentive to leave for any other BPS school prior to high-school placement season, to increase their child's chances of being placed at their high school of choice.

EVCS also introduced and strengthened its advisory program for the 7th- and 8th-grade students. Rather than a homeroom consisting of half of the grade level students, they are broken down into 4 groups and participate in advisory activities designed specifically to promote social-emotional development for adolescents. As evidenced at the most recent 8th-grade graduation ceremony, these smaller groups bonded closely with each other and the teachers and students provided a strong support for each other.

At the Relay NPAF the Instructional Leaders looked for other common curricular tools that high-performing network schools used to drive their outcomes. One common tool they found was the STEP Literacy Assessment system. EVCS has contracted with UChicago Impact for the 2019-2020 school year to train our teachers in implementing the STEP Literacy Assessment system and support us across the year in using the data to drive instruction. In using this assessment system EVCS is striving to deliver more strategic and targeted literacy instruction and high impact guided reading to our students.

EVCS also changed its reading program from *Open Court* to *Wonders* during the last charter period. This was done primarily because *Open Court* was no longer being updated to align with the NYS Common Core standards above grade 3. After extensively researching reading programs, our DCI settled on *Wonders Reading*, which has been in place since the 2016-2017 school year. This curricular change may in part account for flat ELA proficiency scores while teachers were getting to know the program while putting it into practice.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Elmwood Village Charter School Days Park students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the state's common core math exams.

BACKGROUND

EVCS DP did not have any significant changes to the mathematics program prior to or during the 2018-2019 school year. EVCS utilizes Everyday Mathematics as its core curricular program. EVCS DP

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

added a second middle school math teacher to allow for increased opportunities for advance mathematics opportunities. In 2018-2019 seventeen 8th grade students took and passed the CC Algebra Regents exam.

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 May 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	0	0	0	0	52
4	49	0	0	0	4	53
5	48	0	0	0	1	51*
6	48	0	0	0	3	51
7	49	0	0	0	0	49
8	39	0	0	0	1	40
All	285	0	0	0	9	296

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.

*2 students were medically excused

RESULTS AND EVALUATION

EVCS Days Park did not meet the measure of having 75% of continuously enrolled students meet proficiency on the NYS mathematics test. As explained in the ELA section of this progress report, EVCS loses many of its highest testing students to City Honors and Olmsted (criterion district schools that continue through high school) between the 4th and 5th grade, and continuing at a slower pace through the 8th grade. EVCS then brings in new students who often enter at lower levels of proficiency and often have learning and behavioral issues which often disrupt academic instruction for all students. These new students must be diligently integrated into the classroom communities and the practice of norms and expectations in the classrooms are at the forefront. Because of EVCS's commitment to keeping students in the classroom as much as possible, the academic instruction for all students can sometimes suffer. After this year of adjustment and integration, the academic proficiency of all students goes up throughout the remainder of middle school, and EVCS maintains a culture of rigor for all students.

EVCS's Instructional Leadership Team is contemplating the addition of a supplemental math program to help boost state scores. EVCS uses Everyday Mathematics, which utilizes a spiraling curriculum. EVCS truly believes that its students are proficient at math, but we feel that by helping students with testing strategies and language, we can raise our test scores further. EVCS is also implementing the intervention program Do The Math for students who need remediation and intervention in that area.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	50	52	52	50
4	67.3	49	63.3	47
5	47.9	48	45.7	46
6	45.8	48	52.4	42
7	42.9	49	44.7	47
8	64.1	39	64.1	39
All	53	285	53.7	271

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	-	-	-
8	2017-18	Algebra I CC	100	10
8	2018-19	Algebra 1 CC	100	17

EVCS Days Park has had fairly strong math performance throughout the current accountability period. Proficiency has remained fairly steady, but EVCS has instituted a math intervention program (Do The Math) in the 2019-2020 school year, and added additional coaches to observe and give feedback to teachers. The number of 8th graders who take, and pass the test for Regents Algebra is a good indicator that the math instruction is rigorous and of high quality.

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	65.1	49	64.6	48	52	50
4	53.2	51	59.6	49	63.3	47

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

5	50.6	47	48.9	51	45.7	46
6	58.1	47	57.8	49	52.4	42
7	60.9	23	50	42	44.7	47
8	52.9	18	59.1	22	64.1	39
All	53.6	235	56.7	261	53.7	271

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

EVCS Days Park PI in mathematics is 147. According to the goals and Measures of Interim Progress published by NYS, EVCS's MIP in math is N/A for the 2017-2018 school year.

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
	20	25	31	24

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & 31 & + & 24 & = & 80 \\
 & & & & 31 & + & 24 & = & 55 \\
 & & & & & + & (.5) * 24 & = & 12 \\
 & & & & & & \text{PI} & = & 147
 \end{array}$$

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVCS DP exceeded the aggregate district performance on the NYS mathematics test by 33% and therefore met the measure.

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	
	Percent	Number Tested	Percent	Number Tested
3	52	50	28	2384
4	63.3	47	21	2456
5	45.7	46	20	2301
6	52.4	42	22	2212
7	44.7	47	16	1963
8	64.1	39	17	1956
All	53.7	271	20.7	13,272

ADDITIONAL EVIDENCE

EVCS Days Park's proficiency rate in math has been flat over the past few years, although it consistently outperforms the District. EVCS's Instructional Leadership Team has put measures into place, including increased coaching, data analysis, and a math intervention program, to help move proficiency rates higher.

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	65.1	22	64.6	31	52	28
4	53.2	18	59.2	20	63.3	21
5	30.6	19	45.1	18	45.7	20
6	58.1	20	55.1	22	52.4	22
7	60.9	15	47.6	19	44.7	16
8	52.9	7	59.1	14	64.1	17
All	53.5	16.8	55.1	20.7	53.7	20.7

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

EVCS Days Park has a positive effect size in all grade levels, but the most dramatically positive is in the 8th grade. In addition to many of the 8th graders taking Common Core Algebra curriculum, the middle schoolers have the benefit of two high performing math teachers.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	54.7	48	64.6	56.2	8.4	0.48
4	51.9	49	59.2	51.8	7.4	0.42
5	58.8	51	45.1	43.9	1.2	0.07
6	55.1	49	55.1	46.9	8.2	0.50
7	83.1	42	47.6	28.5	19.1	0.84
8	59.1	22	59.1	26.8	32.3	1.59
All	59.8	261	54.8	44.3		0.55

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

EVCS has a consistently high effect size, but it dipped in 2017-2018 with an increase in the percentage of economically disadvantaged students. The ILT feels that the implementation of better and more consistent data driven instruction measures, along with a new math intervention program, will help move the effect size back into higher territory.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	56	216	50.5	40.2	0.63
2016-17	3-8	56.6	235	53.6	40.4	0.70
2017-18	3-8	59.4	261	56.7	44.3	0.55

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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' 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

EVCS met the measure school wide. EVCS DP's lowest MGP is in 5th grade, when many of the proficient students leave for criterion schools and are replaced by students who are below grade level.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	48.6	50.0
5	45.6	50.0
6	71.6	50.0
7	54.1	50.0
8	48.2	50.0
All	54.3	50.0

ADDITIONAL EVIDENCE

EVCS Days Park has maintained a MGP over 50 during the accountability period. It has remained relatively flat, but EVCS hopes to increase it in the next accountability period using the methods mentioned in earlier narratives.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	62.1	45.3	48.6	50.0
5	40.3	41.6	45.6	50.0
6	61.5	64.3	71.6	50.0
7	62.6	70.7	54.1	50.0
8	50.3	77.8	48.2	50.0
All	54.3	55.7	54.3	50.0

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

SUMMARY OF THE MATHEMATICS GOAL

EVCS Days Park did not meet the Absolute Goal of 75% proficiency. In the PI vs. MIP goal, the chart published by NYSED asserted that 2017-2018 was a baseline year, and no MIP was established for the School. EVCS did meet the other three measures: EVCS outperformed the district of residence, and exceeded its predicted level of performance by an effect size greater than 0.3. EVCS DP also met the growth measure using the 2017-2018 results.

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 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 N/A
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.)	Met

ACTION PLAN

EVCS Days Park is implementing an intervention program Do The Math for students who have been identified as not proficient. EVCS is also looking at supplementing Everyday Math with another program that familiarizes students with language and strategies that are present in the NYS tests. EVCS DP is also implementing the data analysis and instructional coaching measures spelled out above in order to increase proficiency rates.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Science instruction is aligned to New York State Standards for science, as well as the CCSS for Literacy in Science and Technology. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. In 2011 a committee of 4 teachers, the Academic Program Coordinator and the Principal reviewed options and unanimously decided upon the National Geographic Science program. National Geographic Science builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

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

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVCS Days Park met the measure of 75% proficiency on the NYS Science exam overall. The 4th grade achieved over 91% proficiency, while the 8th grade students underperformed the 75% mark by a little over 5%. If 2 more students out of the 39 had been proficient on the test, EVCS would have met the goal for 8th graders.

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	91.3	46
8	69.2	39
All	80.3	85

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	-	-	-
8	2017-18	-	-	-
8	2018-19	Living Environment- June	93%	14

While the 4th grade proficiency percentages have remained very high, the 8th grade proficiency rates have fallen over the three years in the chart below. The MS science teacher is working with an instructional coach to create more engaging, performance task-based lessons, and she is beginning to align her lessons to the new NGS standards, which will increase the rigor of the course content.

The passage rate of 93% of the June Regents exam for Living Environment is a sign that rigorous science instruction is taking place in middle school.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	100	46	91.8	49	91.3	46
8	88.9	18	80.1	21	69.2	39
All	94.5	64	86	72	80.3	85

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

EVCS Days Park outperformed the district by 25.9% at the 4th grade level; 42.3% at the 8th grade level; and 34.1% overall.

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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91.3	46	65.4	2427
8	69.2	39	26.9	1817
All	80.3	85	46.2	4244

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

EVCS consistently outperformed the district during the last three years in NYS Science Assessment proficiency rates, by 50.6% in 16-17, by 39.2% in 17-18, and by 34.1% in 18-19.

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	100	64.2	91.8	69.1	91.3	65.4
8	88.9	23.6	80.1	24.5	69.2	26.9
All	94.5	43.9	86	46.8	80.3	46.2

SUMMARY OF THE SCIENCE GOAL

EVCS Days Park met the absolute goal of 75% of all tested students performing at or above proficiency, and also met the comparative goal by outperforming the district of residence in proficiency rates for the NYS science exam.

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.	Met

ACTION PLAN

As explained above, the MS science teacher is working with an instructional coach to create more engaging, performance task-based lessons, and she is beginning to align her lessons to the new NGS standards, which will increase the rigor of the course content.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

EVCS Days Park was deemed in good standing during the two years it was assessed by NYS.

Accountability Status by Year

Year	Status
2016-17	N/A
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Family satisfaction, as measured by survey, will exceed 85%

80% of responding parents will report that they feel the school is safe as measured by an annual survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

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

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

RESULTS

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

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
217	450 students	48%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	97
Our school's academic program is of high quality	95
My child has access to a variety of resources to help him/her learn.	94
My child is being well-prepared to continue his/her education.	92

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Our school provides students and teachers with a safe and orderly environment.

95

EVALUATION

The school met the measure set out in the family satisfaction goal. EVCS has always had a high degree of satisfaction, which is also evidenced by its retention rate from year to year. There are always individual concerns that are shared in the survey which gives the School administration an opportunity to reexamine its programs and procedures.

Goal S: Absolute Measure

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

METHOD

EVCS Days Park tracks students who leave in the student information system (SIS) as well as in separate spreadsheets. The information is disaggregated by at-risk subgroups as well.

RESULTS

EVCS DP retained 93.7% of students eligible to return the following year overall.

EVCS DP also retained 89% of its students with disabilities; 100% of its students who receive ELL services; and 96.6% of its students who are economically disadvantaged.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
420	22	373	93.7

EVALUATION

EVCS DP met the measure. In 2018-2019 the retention rate was 3.7% higher than the goal of 90%.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	89%
2017-18	95%
2018-19	93.7%

Goal S: Absolute Measure

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

EVCS Days Park's attendance rate is tracked in its SIS. Its daily attendance rate is one of the reports that's provided in PowerSchool and it is run at the end of the school year, before the rollover to the next academic year.

RESULTS

The attendance rate overall for 2018-2019 was 93%. As EVCS Days Park has tightened up attendance routines and expectations, attendance dropped from 95% to 93%. EVCS DP is implementing attendance tools included with the attendance module of PowerSchool to call parents when students are absent or tardy and to send letters home regularly when students are absent from school. EVCS DP is also going to be having the school counselor make calls home to work with parents on getting their children to school regularly.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	93.46%
2	91.35%
3	94.07%
4	93.52%
5	92.73%
6	92.79%
7	93.28%
8	90.84%
Overall	92.92%

EVALUATION

EVCS DP did not meet the measure. EVCS fell short of the 95% goal by a little over 2%. EVCS is implementing the measures mentioned above to improve attendance rates.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	95%
2017-18	95%
2018-19	92.92%

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2018-19, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2018-19 **English Language Arts** Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

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 exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. Schools should provide narrative rationale for why the choices below are meaningful and compelling comparisons.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The first table features a grade level breakdown for 2018-18; the other presents annual aggregate results over time.

2018-19 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level

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							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of
School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17									
2017-18									
2018-19									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2017-18 and 2018-19. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on [XXX] Test from Spring 2018 to Spring 2019

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2016-17	
2017-18	
2018-19	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2015-16	[? - ?]		
2016-17	[? - ?]		
2017-18	[? - ?]		
2018-19	[? - ?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2018-19 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								