

## Amber Charter School East Harlem



### 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2019

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Sashemani Elliott, Chief Academic Officer, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name          | Board Position  |
|-------------------------|---|
| <b>Soledad Hiciano</b>  | <b>Board Chair, Executive Committee and Ad hoc member of all board committees</b> |
| <b>Frank Aldridge</b>   | <b>Treasurer, Executive and Finance Committee Chair</b>                           |
| <b>John Gutierrez</b>   | <b>Executive Committee, Vice Chair, Education Committee</b>                       |
| <b>Amador Centeno</b>   | <b>Executive Committee, Secretary, Facilities Committee Chair</b>                 |
| <b>Shawnte Lorick</b>   | <b>Parent Representative, Development Committee</b>                               |
| <b>Elena Goldberg</b>   | <b>Development Committee Chair</b>  |
| <b>Beatriz Gonzalez</b> | <b>Member, Finance Committee [resigned May, 2019]</b>                             |
| <b>Kelly Combs</b>      | <b>Member, Facilities Committee</b>   |
| <b>Brian Quillin</b>    | <b>Teacher representative, Education Committee</b>                                |
| <b>Jenna Pantel</b>     | <b>Education Committee Chair, Development committee</b>                           |
| <b>Jazmine Landa</b>    | <b>Parent Representative, Development Committee [resigned June, 2019]</b>         |
| <b>Miguelina Germán</b> | <b>Member, Education Committee</b>  |
| <b>Vasthi Acosta</b>    | <b>Member, Ad hoc member of all board committees</b>                              |
| <b>Michael Stolper</b>  | <b>General Counsel to the Board</b>   |

Matthew Bull is serving as the school leader for the 2019-2020 school year.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Founded in 2000, Amber's mission reads:

*Our mission - to provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.*

Amber served over 500 students in 2018-2019 in grades K-5. Our students were approximately 30% African American, 60% Latino, and 10% White/Asian/Multi-racial and other, with 83% eligible for free and reduced lunch. There were 49% male and 51% female students.

This year we had 21 classes in grades K-5. The final student body count was 511 students in June.

In literacy the curriculum was *Journeys* from Houghton Mifflin Harcourt. In math the curriculum was *Go Math!* and for Science, *Fusion Science*--also from Houghton Mifflin Harcourt. A new curriculum was rolled out for social studies entitled *New York Social Studies* published by McGraw-Hill. In addition, Amber continued to offer specialty classes in reading intervention, technology, Spanish, visual arts, music, and physical education.

Amber continued to serve the whole child by offering swimming classes to all second graders, a basketball team for third to fifth graders, assemblies where students perform, a student council, Honor Choir, Art Club, dance, National Elementary School Honor Society, instruction in playing the keyboard and recorder, and other enrichment opportunities. In addition, our students participated in the Broadway League, a program that offers families discounted tickets to Broadway shows.

Amber students were accepted into top middle schools in the city, schools like East Harlem Exodus, Columbia Secondary School, De La Salle, Young Women's Leadership, Trevor Day, Patrick Henry Preparatory School and Manhattan Arts and Sciences. They have also been accepted into preparation programs such as Prep for Prep. All of our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in future endeavors".

School Enrollment by Grade Level and School Year

| School Year | K   | 1   | 2  | 3  | 4  | 5  | Total |
|-------------|-----|-----|----|----|----|----|-------|
| 2014-15     | 105 | 89  | 90 | 79 | 59 | 63 | 485   |
| 2015-16     | 93  | 101 | 82 | 75 | 70 | 43 | 464   |
| 2016-17     | 111 | 88  | 92 | 76 | 64 | 59 | 490   |
| 2017-18     | 96  | 100 | 87 | 78 | 69 | 55 | 485   |
| 2018-19     | 110 | 101 | 89 | 80 | 68 | 63 | 511   |

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### School Enrollment by Gender

|        | K   | 1   | 2  | 3  | 4  | 5  | Total | %  |
|--------|-----|-----|----|----|----|----|-------|----|
| Male   | 56  | 59  | 45 | 36 | 29 | 32 | 257   | 49 |
| Female | 54  | 42  | 44 | 44 | 39 | 31 | 254   | 51 |
| Total  | 110 | 101 | 89 | 80 | 68 | 63 | 511   |    |

### School Enrollment by Grade Level and School Year

|                                 | K   | 1   | 2  | 3  | 4  | 5  | Total | %  |
|---------------------------------|-----|-----|----|----|----|----|-------|----|
| American Indian / Alaska Native | 3   | 0   | 0  | 1  | 0  | 0  | 4     | .8 |
| Asian / Pacific Islander        | 3   | 0   | 0  | 1  | 0  | 0  | 10    | 2  |
| Hispanic / Latino               | 69  | 60  | 46 | 47 | 49 | 40 | 311   | 61 |
| Black / African American        | 31  | 22  | 32 | 28 | 17 | 21 | 151   | 30 |
| White                           | 0   | 1   | 0  | 2  | 0  | 0  | 3     | .6 |
| Multi-racial                    | 5   | 8   | 7  | 1  | 0  | 0  | 21    | 4  |
| Other / Unclassified            | 1   | 2   | 0  | 1  | 0  | 0  | 4     | .8 |
| Total                           | 110 | 101 | 89 | 80 | 68 | 63 | 511   | *  |

\*PERCENTAGES MAY NOT TOTAL TO 100 BECAUSE OF ROUNDING.

### GOAL 1: ENGLISH LANGUAGE ARTS

**Goal 1: English Language Arts** All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

#### BACKGROUND

Amber East Harlem uses *Journeys* from Houghton Mifflin Harcourt as the literacy curriculum. *Journeys*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels. In addition, a phonics/word analysis curriculum aligned to the common core state standards *Open Court*, was implemented. Grades K-3 focuses mostly on phonics and other necessary foundations to build strong readers while our 4th and 5th graders explored word analysis. Finally, all grades take part in a literature initiative called DEAL--drop everything and listen. Teachers read to their students using classical literature and other books handpicked to expose our children to culturally relevant experiences.

Professional development to the faculty is offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time at Amber to measure student performance. The MAP is conducted three times during the school year to measure student progress in literacy and math in all grades, K-5. The data from this assessment is examined by the classroom teachers, instructional leadership, and the board. The data serves to drive instructional practice and academic interventions.

#### **Goal 1: Absolute Measure**

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

#### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 5th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        |         | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |                |
| 3     | 80           | 15                      | 1   | 0      | 0       | 80             |
| 4     | 68           | 7                       | 0   | 0      | 0       | 68             |
| 5     | 63           | 19                      | 0   | 0      | 0       | 63             |
| All   | 211          | 41                      | 1   | 0      | 0       | 211            |

### RESULTS AND EVALUATION

98% of the students tested were in their second year at Amber. Two students were transferred from Amber Charter School Kingsbridge. 59% percent of the third graders, 91% of fourth graders, and 56% of fifth graders scored proficient in the English Language Arts Exam. The overall average in the NYS ELA exam was 68% proficient. Goal was not met but Amber East Harlem was only 7 points away from the absolute measure of 75%.

### 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      | 59%                | 80            | 59%                                    | 78            |
| 4      | 91%                | 68            | 91%                                    | 68            |
| 5      | 56%                | 63            | 56%                                    | 63            |
| All    | 68%                | 211           | 68%                                    | 209           |

### ADDITIONAL EVIDENCE

In 2016-17, Amber continued its steady growth in the proficiency rate overall, from 46% to 53%. Third grade did not do as well as the third grade cohort of the previous year but scored above 50%. The fourth grade cohort improved on their proficiency rate from last year and increased by 3% to meet the required 75% proficiency rate. Fifth grade was a cohort we were concerned with because of their history struggling with this assessment, but they increased by 11% their performance from the year before.

In 2017-18, Amber continued its steady growth in the proficiency rate overall, from 53% to 66%, a rise of over 10%. Third grade had the most significant growth at 88.6%, an increase of 36%. Fourth grade had a decrease from 74% to 44%, a dip of 30% which is significant. Yet, fifth grade had a significant growth at 60%, an increase of 30%.

In 2018-19, Amber showed an increase from 66% to 68%. Third grade was 59% proficient which was a drop from the previous cohort that scored 88.6%. The fourth grade cohort grew three percentage

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

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points to 91% proficient. The 2017-2018 fourth graders were 45% proficient and the most recent cohort were 91% proficient. Finally, the fifth grade cohort showed an increase from their 2017-18 performance of 45% to 56%. The 2017-18 fifth grade cohort was 60% proficient while the 2018-19 fifth grade cohort was 56% proficient. There was a slight decrease of 4%.

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     | 52.6%  | 76            | 88.6%   | 79            | 59.0%   | 78            |
| 4     | 74.6%  | 63            | 44.9%   | 69            | 91.2%   | 68            |
| 5     | 30.5%  | 59            | 60.0%   | 55            | 55.6%   | 63            |
| All   | 53.0%  | 198           | 66.0%   | 203           | 68.2%   | 209           |

### 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

In level 3 and 4 a total of 68.25% of Amber students tested at performance level. In Level 2 a total of

25.29% of Amber students scored and 6.16% scored at level 1. Amber East Harlem's PI is 177.02.

Amber East Harlem's PI of 177.02 is higher than the state's 2018-19 English language arts MIP of 105 by 72.02 points.

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### 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 |
|                  | 6.16  | 25.59   | 38.39   | 29.86   |

$$\begin{array}{ccccccccc} \text{PI} & = & 25.59 & + & 38.39 & + & 29.86 & = & 93.84 \\ & & & & 38.39 & + & 29.86 & = & 68.25 \\ & & & & & + & (.5)*29.86] & = & 14.93 \\ & & & & & & \text{PI} & = & 177.02 \end{array}$$

### 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.<sup>2</sup>

### RESULTS

Amber East Harlem outperformed CSD 4 in all grades. In third grade Amber had 59% of students at proficiency while CSD 4 had 47%. In fourth grade Amber East Harlem had 91% of students at proficiency while CSD 4 had 43%. In fifth grade, Amber East Harlem had 56% of students at proficiency while CSD 4 had 32%. Overall, Amber East Harlem outperformed CSD 4 by 26%.

### EVALUATION

Goal met. Amber East Harlem exceeded the aggregate district performance for CSD 4. In third grade, Amber East Harlem students scored 12% higher than CSD 4. In fourth grade, Amber East Harlem students scored 42% higher than CSD 4. In fifth grade, Amber East Harlem students scored 24% higher than CSD 4. Overall, Amber East Harlem scored 68% in ELA proficiency which is 22% higher than CSD 4.

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

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### 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 <sup>nd</sup> Year |               | All CSD 4 Students |               |
|       | Percent  | Number Tested | Percent            | Number Tested |
| 3     | 59%  | 78            | 47%                | 830           |
| 4     | 91%  | 68            | 49%                | 887           |
| 5     | 56%  | 63            | 43%                | 872           |
| All   | 68%  | 209           | 46%                | 2,589         |

### ADDITIONAL EVIDENCE

Once again Amber East Harlem has outperformed CSD 4 as it has since 2008-2009.

In 2010-2011 Amber outperformed CSD 4 by 17%, in 2011-2012 by 6%, in 2012-2013 by 5%, in 2013-2014 by 6%, in 2014-2015 by 9%, in 2015-2016 by 11%, in 2016 -17 by 29%, in 2017-18 by 26% and in 2018-19, once again by 22%.

### 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     | 52.6%  | 35.9%    | 88.6%          | 47%      | 59.0%          | 47%      |
| 4     | 74.6%  | 35.1%    | 44.9%          | 39%      | 91.2%          | 49%      |
| 5     | 30.5%  | 30.1%    | 60.0%          | 34%      | 55.6%          | 43%      |
| All   | 53%  | 33.1%    | 66.0%          | 40%      | 68.2%          | 46%      |

### 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 and the percentage of English language learners in each school. This allows the Institute to determine if the school is performing significantly better or worse than expected based on its student demographic profile. The Institute also controls for the percentage of students who are eligible for free or reduced price lunch, as this is a key factor in student achievement. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students and the percentage of English language learners in each school. This allows the Institute to determine if the school is performing significantly better or worse than expected based on its student demographic profile. The Institute also controls for the percentage of students who are eligible for free or reduced price lunch, as this is a key factor in student achievement.

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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

In 2017-18 the school's overall comparative performance in ELA was higher than expected to a large degree.

### EVALUATION

The overall effect size goal was met. The individual grade effect size was met for all grades 3 - 5. Grade 3 had an effect size of 2.47; fourth grade had an effect size of 0.40, and fifth grade had an effect size of 2.13. The overall effect size was 1.67 with 1.37 points above the 0.30 required.

#### 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     | <b>76.3</b>                        | <b>79</b>     | <b>88.6</b>                       | <b>43.9</b> | <b>44.7</b>                             | <b>2.47</b> |
| 4     | <b>85.5</b>                        | <b>69</b>     | <b>44.9</b>                       | <b>37.3</b> | <b>7.6</b>                              | <b>0.40</b> |
| 5     | <b>85.5</b>                        | <b>55</b>     | <b>60.0</b>                       | <b>26.1</b> | <b>33.9</b>                             | <b>2.13</b> |
| All   | <b>81.9</b>                        | <b>203</b>    | <b>66.0</b>                       | <b>36.9</b> | <b>29.1</b>                             | <b>1.67</b> |

#### School's Overall Comparative Performance:

*Higher than expected to a large degree.*

### ADDITIONAL EVIDENCE

In the past years, the effect size has increased every year in ELA. For 2018-19, the overall effect size was 1.67 which is 1.37 points above the 0.30 required. The increase in 2016-2017, where the effect size was 1.49, a full 1.19 points higher than the 0.30 required. The increase in 2015-2016, where the effect size was 1.07, a full 77 points higher than the 0.30 required was one point higher than 2014-2015 where the effect size was 1.06, 76 points higher than the required 0.30. Amber has met this goal consistently.

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## English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-5    | 86.8                               | 188           | 45.8   | 26.9      | 1.07        |
| 2016-17     | 3-5    | 86.9                               | 198           | 53.4   | 27.3      | 1.49        |
| 2017-18     | 3-5    | 81.9                               | 203           | 66.0   | 36.9      | 1.67        |

### Goal 1: Growth Measure<sup>3</sup>

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

#### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

#### RESULTS

Goal not met. Amber's overall ELA adjusted mean growth percentile for 2017-18 was 41.2. In fourth grade the mean growth percentile for 2017-2018 was 33.3 and in fifth grade, 49.1.

#### EVALUATION

Amber's overall ELA mean growth percentile of 41.2 is less than the state median of 50<sup>th</sup> percentile. Fourth grade has a lower percentile than the state median at a percentile of 33.3, and fifth grade was just below the state median percentile of 50 percentile scoring 49.1.

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

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: portal.nysesd.gov.

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

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 33.3                   | 50.0   |
| 5     | 49.1                   | 50.0   |
| All   | 40.2                   | 50.0   |

### ADDITIONAL EVIDENCE

In 2016-2017, Amber's unadjusted Mean Growth Percentile rose to 58.5, with the fourth grade at 52 and the fifth grade at 65. For school year 2017-2018, the fourth grade, the unadjusted mean growth percentile dropped to 33.3. The same was true for grade 5 which went from 65 to 49.1--.9 away from hitting the target of 50. Overall, the mean growth percentile for Amber was 40.2.

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

| Grade | Mean Growth Percentile |         |         |        |
|-------|------------------------|---------|---------|--------|
|       | 2015-16                | 2016-17 | 2017-18 | Target |
| 4     | 33.0                   | 52.0    | 33.3    | 50.0   |
| 5     | 55.0                   | 65.0    | 49.1    | 50.0   |
| All   | 41.5                   | 58.5    | 40.2    | 50.0   |

**Goal 1: Optional Measure:** Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed English language arts test, and an NCE of 50 (i.e. grade level) in the current Spring. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

### METHOD

This measure will examine 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.

The norm referenced Terra Nova test was administered to grades K to fifth in May, 2019.

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### RESULTS

| Grade | Cohort Size | Percent Performing At or Above Mean NCE of 50 |        |         | Target Achieved |
|-------|-------------|---|--------|---------|-----------------|
|       |             | 2017-18                                       | Target | 2018-19 |                 |
| K     | 110         | *   | 50     | 66.3    | Yes             |
| 1     | 101         | 73.8  | 50     | 66.3    | Yes             |
| 2     | 89          | 62.6  | 50     | 53.9    | Yes             |
| 3     | 79          | 65  | 50     | 59.4    | Yes             |
| 4     | 68          | 61.9  | 50     | 85.3    | Yes             |
| 5     | 62          | 67  | 50     | 74.2    | Yes             |
| All   | 509         | 66.1  | 50     | 67.6    | Yes             |

### EVALUATION

Every grade met their target.

### ADDITIONAL EVIDENCE

#### Cohort Performance on Terra Nova (ELA) Test by School Year

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2014-15     | K-5           | 6                                | 6                 |
| 2015-16     | K-5           | 6                                | 6                 |
| 2016-17     | K-5           | 6                                | 6                 |
| 2017-18     | K-5           | 5                                | 6                 |
| 2018-19     | K-5           | 6                                | 6                 |

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber met many of the ELA measures. Amber did not achieve its absolute goal of 75% of all students performing at or above proficiency on the New York State ELA examination in grades 4 and 5, but 4th grade did meet the 75% proficiency rate. Amber met the comparative goal by exceeding the percent of students who performed at or above Level 3 compared to CSD 4. Amber met the comparative goal of the predicted level of performance in 2017-18 by a higher than expected to a large degree effect size. Amber did not meet the adjusted growth measure goal. Amber met the optional growth goal on the norm-referenced Terra Nova exam.

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| 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.)  | 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.)   | Not Achieved |
| Optional    | 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. | Achieved     |
|             |  |              |

### ACTION PLAN

Amber uses Journeys from Houghton Mifflin Harcourt as the literacy curriculum. Journeys, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Amber will roll-out a new writing curriculum for grades 1-5 called *Into Writing* from Houghton-Mifflin, the same publishers of the current literacy curriculum. The goal is to enhance our students' level of writing through a standards aligned curriculum.

For the past five years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student's transition to stations where the work is tailored to their small groups' needs. Children are able to apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

For the 2019-20 school year, Amber will adopt the iReady diagnostic assessment for the first time. Testing will be conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the iReady assessments, and the validity of iReady's ability to prepare students for New York State assessment student performance.

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The DRA, Developmental Reading Assessment, will continue to provide strong data for literacy student interventions. Therefore, we use this assessment to provide determine intervention needs for students in first, second and third grade.

Academic Intervention will continue to be provided through Title One Reading Specialist, two SETSS teachers, one more than years' prior, and After School tutoring. Part-time tutors continue to be used in the upper grades to assist with lowering teacher student ratio and provide targeted remediation. DEAL: drop everything and listen, a daily read-alouds, to encourage student love of reading and discussion of literature also continues. 4th and 5th grade will be departmentalized to promote collaboration on planning and assessment data analysis. Common preparation periods amongst grade teams and content areas; early release of all students on Thursday to continue more focused data conversations among teachers are other methods we will use in the upcoming school year to drive student achievement.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

**Mathematics** All students at Amber Charter School II will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

#### BACKGROUND

Go Math! from Houghton Mifflin Harcourt is the curriculum implemented at Amber Charter II. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Amber East Harlem continues to partner with the National Training Network to provide professional development to teachers around best practices in mathematics instruction.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

The NWEA Measure of Academic Progress assessment [MAP] was used to measure student performance. The MAP was conducted three times during the school year to measure student progress in Literacy and math in all grades, K to 3. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data served to drive instructional practice and academic interventions. As a result of the MAP data, an after school tutoring program was initiated to support students who needed remediation.

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Academic Intervention was provided through the SETSS teacher and Title One Teacher. The baseline tests and item analysis, were used to inform after school tutoring for targeted remediation.

### 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 third grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

| Grade | Total<br>Tested | Not Tested <sup>5</sup> |     |        |         | Total<br>Enrolled |
|-------|-----------------|-------------------------|-----|--------|---------|-------------------|
|       |                 | IEP                     | ELL | Absent | Refused |                   |
| 3     | 80              | 15                      | 1   | 0      | 0       | 80                |
| 4     | 68              | 7                       | 0   | 0      | 0       | 68                |
| 5     | 63              | 19                      | 0   | 0      | 0       | 63                |
| All   | 211             | 41                      | 1   | 0      | 0       | 211               |

#### RESULTS

98% of all the students tested were in their second year at Amber. Two students transferred from Amber Kingsbridge. In third grade, 50% of the students tested proficient, in fourth grade, 88.2% of the students tested scored proficient, and in fifth grade, 36.5% scored proficient. Overall, 58.3% of Amber students scored proficient in Math.

#### EVALUATION

Goal not met. The overall math proficiency dropped slightly this school year. Fourth grade had an overall proficiency of 88.2%.

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<sup>5</sup> 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In 2016-2017, third grade proficiency rate increased from 46% to 62%, an increase of 16%. In fourth grade proficiency increased from 34% to 39%, an increase of 5%. In fifth grade proficiency dropped from 40% to 31%, a drop of 9%. Overall, Amber East Harlem students' rate of proficiency in math increased from 41% to 45%, an increase of 4%. It is encouraging to see that the pattern of dropping proficiency rates in math has been stemmed and although, it is a small increase, there is growth in proficiency. In 2017-2018, third grade proficiency rate increased from 62% to 86%, an increase of 24%. In fourth grade proficiency increased from 39% to 50%, an increase of 11%. In fifth grade proficiency increased from 30% to 49%, an increase of 19%. In 2018-19, the third grade proficiency dropped to 50%. In fourth grade it increased by 38% from 50.7 to 88.2. Fifth grade decreased 49.1% to 36.5%.

### 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      | 50.0%              | 80            | 48.7%                                  | 78            |
| 4      | 88.2%              | 68            | 88.2%                                  | 68            |
| 5      | 36.5%              | 63            | 36.5%                                  | 63            |
| All    | 58.3%              | 211           | 57.9%                                  | 209           |

### 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     | 61.8%  | 76            | 86.1%   | 79            | 48.7%   | 78            |
| 4     | 39.7%  | 63            | 50.7%   | 69            | 88.2%   | 68            |
| 5     | 30.5%  | 59            | 49.1%   | 55            | 36.5%   | 63            |
| All   | 45.5%  | 198           | 64.0%   | 203           | 57.9%   | 209           |

### 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.

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### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the 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

In level 3 and 4 a total of 58% of Amber East Harlem students tested at performance level. In Level 2 a total of

25.1% of Amber East Harlem students scored and 16.6% scored at level 1. Amber East Harlem's PLI is 157.3.

Goal met. Amber East Harlem's PLI is 157.3 which is 50.3 points higher than the state's 2018-19 mathematics MIP of 107.

| 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 |         |
| 211  | 16.6  | 25.1    | 27.0    | 31.3    |         |
|  |   |         |         |         |         |
| PI   | =   | 25.1    | +       | 27      | = 83.4  |
|  |   |         |         | 27      | = 58.3  |
|  |   |         |         | +       | = 15.65 |
|  |   |         |         | .5*31.3 |         |
|  |   |         |         | PI      | = 157.3 |

### 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

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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.<sup>6</sup>

### RESULTS

Amber East Harlem students outperformed students in CSD 4. Overall Amber East Harlem students outperformed students in CSD 4 in math by 21%. In third grade, Amber East Harlem had 50% of students at proficiency while CSD 4 had 49%. In fourth grade, Amber East Harlem had 88% of students at proficiency while CSD 4 had 38%. In fifth grade, Amber East Harlem had 37% of students at proficiency while CSD 4 had 35%.

| Grade | Percent of Students at or Above Proficiency                 |                  |                  |                  |
|-------|---|------------------|------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All CSD Students |                  |
|       | Percent   | Number<br>Tested | Percent          | Number<br>Tested |
| 3     | 48.7%   | 78               | 49%              | 837              |
| 4     | 88.2%   | 68               | 38%              | 892              |
| 5     | 36.5%   | 63               | 35%              | 869              |
| All   | 57.9%   | 209              | 37%              | 2598             |

### EVALUATION

Goal met. Amber East Harlem students outperformed the students in CSD 4 by the largest margin in fourth grade. Amber East Harlem third graders outperformed CSD 4 by 1%. Amber fourth graders outperformed CSD 4 by 50%. Amber East Harlem fifth graders outperformed CSD 4 by 1.5%. Overall, 58% of Amber East Harlem students scored proficient where only 37% of the students in CSD 4 scored proficient.

### ADDITIONAL EVIDENCE

The Table below provides evidence of how Amber East Harlem has outperformed CSD 4 in the last three years.

In 2015-2016, Amber East Harlem outperformed CSD 4 by 13.2% and CSD 5 by 24.4%, in 2016 -17, CSD 4 by 15.7% and CSD 5 by 27.9%, in 2017-18, CSD 4 by 26%, and this past year, 2018-19, by 21%.

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<sup>6</sup> 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](#).

**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 4 | Charter School | District 4 | Charter School | District 4 |
| 3     | 61.8%   | 38.8%      | 86.1%          | 45%        | 48.7%          | 49%        |
| 4     | 39.1%   | 33.3%      | 50.7%          | 34%        | 88.2%          | 38%        |
| 5     | 30.5%   | 34.9%      | 49.1%          | 36%        | 36.5%          | 35%        |
| All   | 45.2%   | 29.5%      | 64.0%          | 38%        | 57.9%          | 37%        |

**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.

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### RESULTS

In 2017-18 the school's overall comparative performance in Math was higher than expected to a meaningful degree.

#### 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     | 76.3                               | 79            | 86.1                              | 46.9      | 39.2                                    | 1.90        |
| 4     | 85.5                               | 69            | 50.7                              | 36.1      | 14.6                                    | 0.69        |
| 5     | 85.5                               | 55            | 49.1                              | 30.5      | 18.6                                    | 1.00        |
| All   | 81.9                               | 203           | 64.0                              | 38.8      | 25.3                                    | 1.25        |

#### School's Overall Comparative Performance:

*Higher than expected to a large degree.*

### EVALUATION

In 2017-18, overall effect size goal was met. Third grade had an effect size of 1.90; fourth grade had an effect size of 0.69, and fifth grade had an effect size of 1.00. The overall effect size was 1.25 with 0.95 points above the 0.30 required. All grades met the required effect size.

### ADDITIONAL EVIDENCE

In the last four years Amber East Harlem has met the required effect size in math. Amber East Harlem has met this goal consistently. In 2015-16 the effect size was 0.53, 0.23 higher; and in 2016-17 the effect size was 0.72, 0.42 higher than the required 0.30. Finally, in 2017-18, Amber East Harlem reached an overall effect size of 1.25 which is .95 above the required effect size.

#### Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-5    | 86.8                               | 188           | 41.0   | 29.9      | 0.53        |
| 2016-17     | 3-5    | 86.9                               | 199           | 45.4   | 30.7      | 0.72        |
| 2017-18     | 3-5    | 81.9                               | 203           | 64.0   | 38.8      | 1.25        |

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### Goal 2: Growth Measure<sup>7</sup>

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' 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.<sup>8</sup>

#### RESULTS AND EVALUATION

The adjusted Math Mean Growth Percentile for 2017-18 for Amber was 41.3.

In 2017-18, Amber East Harlem's Math adjusted mean growth percentile at 41.3 is lower than the state's target of 50%. Fourth grade's adjusted math mean growth percentile of 41.6 is lower than the state percentile by 8.4 points. Fifth grade's adjusted math mean growth percentile of 40.9 is 9.1 points away from the 50-percentile required.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 41.6                   | 50.0   |
| 5     | 40.9                   | 50.0   |
| All   | 41.3                   | 50.0   |

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

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysesd.gov](#).

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### ADDITIONAL EVIDENCE

In 2016-17, Amber East Harlem's unadjusted Mathematics Mean Growth percentile of 45 did not meet the statewide median of 50. In 2017-18, the difference between the state target and Amber was 8.7 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |         |         |        |
|-------|------------------------|---------|---------|--------|
|       | 2015-16                | 2016-17 | 2017-18 | Target |
| 4     | 37.6                   | 43.3    | 41.6    | 50.0   |
| 5     | 45.5                   | 44.2    | 40.9    | 50.0   |
| All   | 40.6                   | 43.7    | 41.3    | 50.0   |

**Goal 1: Optional Measure:** Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed English language arts test, and an NCE of 50 (i.e. grade level) in the current Spring. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

### METHOD

This measure will examine 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.

The norm referenced Terra Nova test was administered to grades K to fifth in May, 2019.

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### RESULTS

The norm referenced Terra Nova test was administered to grades Kindergarten through fifth grades in May, 2019.

| Grade | Cohort Size | Percent Performing At or Above<br>Mean NCE of 50 |        |         | Target Achieved |
|-------|-------------|--|--------|---------|-----------------|
|       |             | 2017-18  | Target | 2018-19 |                 |
| K     | 110         | *  | 50     | 83.6    | Yes             |
| 1     | 101         | 73.8   | 50     | 83.1    | Yes             |
| 2     | 89          | 62.6   | 50     | 66.29   | Yes             |
| 3     | 79          | 65   | 50     | 50.6    | Yes             |
| 4     | 68          | 61.9   | 50     | 92.6    | Yes             |
| 5     | 62          | 67   | 50     | 74.6    | Yes             |
| All   | 509         | 66.1   | 50     | 75.1    | Yes             |

### EVALUATION

Every grade met their target. Grades 1, 2 4 and 5 showed an increase over the previous year.

### SUMMARY OF MATHEMATICS GOAL

Amber met many of the Math measures. Amber did not meet the absolute measure of 75% proficient students with a proficiency of 58% which is 17 points from the goal. Amber met the comparative goal by exceeding the percent of students who performed at or above proficiency compared to CSD 4. Amber met the comparative goal of the predicted level of performance in 2016-17 by a higher than expected to a meaningful degree effect size. Amber did not meet the adjusted math mean growth percentile goal. Amber met the growth goals on the norm-referenced Terra Nova Exam. Overall, Amber continues to meet the majority of the accountability goals in math.

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| 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.   | 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 English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)   | Not Achieved |
| Optional    | 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. | Achieved     |

### ACTION PLAN

Go Math! from Houghton Mifflin Harcourt is the curriculum Amber uses for math. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

For the past five years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student's transition to stations where the work is tailored to their small groups' needs. Children are able to apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

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The NWEA Measure of Academic Progress assessment [MAP] will not be used in the coming year. Instead iReady assessments will be used as the interim assessments. iReady will be conducted three times during the school year to measure student progress in all grades, K-2. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will serve to drive instructional practice and academic interventions both in and outside the classroom. Academic Intervention will continue to be provided through the SETTS teacher, ENL teacher, classroom teachers and teacher assistants and After School Tutoring.

Part Time tutors are used in the upper grades to lower teacher student ratio and provide targeted remediation. Amber is in its third year of using Illuminate to track student data. This warehouse allows us to use item analyses, frequency analyses and other reports to quickly remediate standards of concern. In addition, the NYC Department of Education item analyses will be used by the Data & Assessment Manager and Staff Developers to track the 4th & 5th grades' progress in each strand.

After careful review the following strategies will be implemented:

- Departmentalize 4th and 5th grade in order to provide streamlined and focus professional development opportunities to the math teachers

Focus on the use of the SOLVE computation strategy by NTN (National Training Network) in all grades

- Continue to designate teacher to become the in-house ambassador for the SOLVE method
- Roll-out iReady instructional component to grades K-5

Professional development to the faculty is offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. The content focused staff developers provide on-going, real time feedback to teachers to improve their instructional delivery.

### GOAL 3: SCIENCE

#### Goal 3: Science

All students at Amber charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

#### BACKGROUND

Amber East Harlem switched to use Science Fusion in 2017-18. Science Fusion offers students the opportunity to ask and answer questions, investigate and draw conclusions through textbook reading, digital lessons, and virtual labs. Units within each book are divided into lessons which are done weekly. Supplemental science materials used are trade books and other resources identified by the teachers to enhance the units of study covered by the curriculum. The in-house staff developer provides guidance on the implementation of the science curriculum and supplemental resources. The After School program offers academies that often focus on science content to support the remediation and expansion of science learning.

#### 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 4<sup>th</sup> 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

Goal met. Amber East Harlem 4th grade students did extremely well on the NYS Science test with a majority scoring at the highest level. The students exceeded the goal of 75% by reaching 100% proficiency.

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### 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 <sup>nd</sup> Year |               |
|-------|---|---------------|
|       | Percent Proficient  | Number Tested |
| 4     | 100%  | 67            |
| All   | 100%  | 67            |

### ADDITIONAL EVIDENCE

Amber is maintaining a high level of performance in Science. Each of the last three years the percent of students scoring proficient has been at 100%.

### 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%  | 63            | 100%    | 69            | 100%               | 67            |
| 8     |   |               |         |               |                    |               |
| All   | 100%  | 63            | 100%    | 69            | 100%               | 67            |

### 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

\*The results of the NYS Science exam in the local public school district are not available to us; therefore, it is impossible to compare Amber to the district.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 <sup>nd</sup> Year |               | All District Students <sup>9</sup> |               |
|       | Percent Proficient                                       | Number Tested | Percent Proficient                 | Number Tested |
| 4     | 100%   | 67            | *                                  | *             |
| All   | 100%   | 67            | *                                  | *             |

### ADDITIONAL EVIDENCE

\*District Science scores have not been made public therefore a comparison is not possible.

### 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%   | *        | 100%           | *        | 100%           | *        |
| 8     |  |          |                |          |                |          |
| All   | 100%   | *        | 100%           | *        | 100%           | *        |

\*District Science scores have not been made public therefore a comparison is not possible.

### SUMMARY OF THE SCIENCE GOAL

Amber has met the absolute measure goal in Science. It is impossible to know if Amber has met the comparative measure since district scores were not made public. Although, with 100% proficiency it is most likely that Amber met the comparative goal as well.

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| 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 |

### ACTION PLAN

Amber's high scores on the NYS Science exam demonstrate that the curriculum and teaching methodologies used are effective. Yet with the new Science standards published by the State, Amber researched a new curriculum for science to ensure our students learned these standards. Therefore, in 2017-18, Amber rolled out a new science curriculum, Science Fusion, by Houghton Mifflin. Science Fusion is a state-of-the-art science program designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develop important critical-thinking skills that prepare students for success in future science courses and in the workplace.

Each classroom has:

- Digital lessons, write-in Student Edition, and hands-on labs
- Hands-on activities and virtual labs for every lesson or every day of the week
- Leveled Readers and Video-based Projects to reinforce and enrich important concepts.

The in-house staff developer provides guidance on the implementation of the new science curriculum and supplemental resources. Going into the school year, we have revamped the pacing to strengthen our vertical alignment and better meet the needs of the 4th grade assessment based on a year of experience. Our goal is to continue to maintain the high proficiency Amber students have demonstrated in the past years.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### GOAL 4: ESSA

#### Goal 4: ESSA

Amber East Harlem will be found 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

Amber Charter School is a "School In Good Standing" as per the New York State Department of Education for the school year 2018-19.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2016-17 | Good Standing |
| 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** Amber will maintain strong enrollment and strong parent interest.

**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

In the spring of 2019 the NYC DOE learning environment survey was distributed to all parents at Amber East Harlem.

### RESULTS

The response rate this year was 89%. The parent satisfaction on key survey items was very high.

2018-19 Parent Satisfaction Survey Response Rate

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| 406                 | 456                | 89%           |

2018-19 Parent Satisfaction on Key Survey Results

| Item                          | Rating 2018-19 | Rating 2017-18 | Rating 2016-17 |
|-------------------------------|----------------|----------------|----------------|
| Rigorous Instruction          | 4.12           | 3.51           | 4.56           |
| Supportive Environment        | *              | 4.44           | 4.65           |
| Collaborative Teachers        | 3.92           | 3.72           | 4.55           |
| Effective School Leadership   | 3.81           | 3.76           | 4.29           |
| Strong Family- Community Ties | 4.18           | 3.95           | 3.55           |
| Trust                         | 3.87           | 4.03           | 4.18           |

\* RATING WAS NOT PROVIDED FOR THIS CATEGORY

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION

Goal met. Every area was above 3.00 in parent satisfaction with the school. Parent satisfaction grew in 4 of the 5 areas. It is gratifying to see that the parents are satisfied with the school. The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school.

There has been a year over year drop in trust which we have aligned with a shift in instructional leadership over the year. The new School Leadership Team is planning ways to make families feel that they can be trusted.

### Goal S: Absolute Measure

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

### METHOD

The final enrollment number of the 2016-17 school year is taken and the number of graduates, namely 5<sup>th</sup> graders, is subtracted from this number to get a total. This total is divided by the number of returning students in September of the next year to determine the retention rate.

### RESULTS

Of the 483 students enrolled in 2017-18, 55 were graduates, and 391 students returned the following school year, 2018-19, resulting in a 91% retention rate.

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<br>2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates) |
|--------------------|---|--|--|
| 483                | 55  | 391  | 91%  |

### EVALUATION

Goal met. Amber East Harlem once again has a high retention rate for its students.

### ADDITIONAL EVIDENCE

| Year    | Retention Rate |
|---------|----------------|
| 2016-17 | 92%            |
| 2017-18 | 90%            |
| 2018-19 | 91%            |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

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

#### METHOD

Amber East Harlem uses PowerSchool student data management software to keep records of student attendance as well as other pertinent student demographics.

#### RESULTS

All grades maintained a high attendance rates between 92%-96% this year.

2018-19 Attendance

| Grade   | Average Daily Attendance Rate |
|---------|-------------------------------|
| K       | 93%                           |
| 1       | 92%                           |
| 2       | 94%                           |
| 3       | 92%                           |
| 4       | 96%                           |
| 5       | 94%                           |
| Overall | 93%                           |

#### EVALUATION

Goal not met. Amber is two points shy of the goal of 95%.

#### ADDITIONAL EVIDENCE

| Year    | Average Daily Attendance Rate |
|---------|-------------------------------|
| 2016-17 | 95%                           |
| 2017-18 | 94%                           |
| 2018-19 | 95%                           |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Legal Compliance

**Goal: Amber East Harlem will be in legal compliance**

#### **1. Measure:**

**Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.**

Amber East Harlem has complied with all federal, state, and municipal rules and regulations. Amber East Harlem has posted meeting dates, time, and location on its web site, in mailings to parents, and staff have participated in appropriate workshops (e.g., Individuals with Disability Education Act training) to ensure compliance with all applicable laws, rules, and regulations. We received two requests under the New York Freedom of Information Law (FOIL).

#### **Measure:**

**Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.**

Amber East Harlem has established, and refined effective systems, policies, and procedures ensuring that all legal and charter requirements are met. Amber board members meet monthly, document all board meetings, and take an active role in creating and enforcing policies.

#### **Measure:**

**Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.**

Amber East Harlem has maintained a relationship with independent legal counsel Michael Stolper, Esq. Mr. Stolper and his firm have contributed many hours *pro bono* in reviewing relevant policies, documents, incidents and have designed and made recommendations as needed. Mr. Stolper serves as counsel to the board.

### Fiscal Soundness

**Goal: Amber East Harlem will make sound decisions, effective, and responsible use of financial resources to maximize student learning.**

**Measure—Budgeting: Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.**

Monthly, Amber's fiscal office produces financial statements for the current fiscal year. The financial statements are reviewed by the board treasurer and additional members of the board who serve on the finance committee. The financial statements are filed quarterly with the Charter Schools Institute.

In the year ending June 30, 2019 representing the 2018-19 fiscal and school year, Amber Charter Schools Education Corporation demonstrates a balance between resources and expenses in their unaudited financial statements. Total revenue for 2018-2019 was \$15,819,181 with total

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

expenses at \$13,899,873. The resulting \$1,919,308 was added to our net assets. Net assets include revenue that will support operations and expansion in the subsequent fiscal year.

Amber continues to abide by GAAP, engages an external auditing firm to review its books, materials, resources, and procedures. An audit was conducted, completed and approved in 2018. This audit was delivered to the Charter School Institute.

### **Measure—Financial Condition:**

**Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.**

Amber's unrestricted net assets were equal to two percent of the school's operating budget for the upcoming year.

### **Measure—Internal Controls and Compliance**

**Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.**

No corrective actions were needed to address internal controls or compliance deficiency.