

INSTRUCTIONS / NOTES

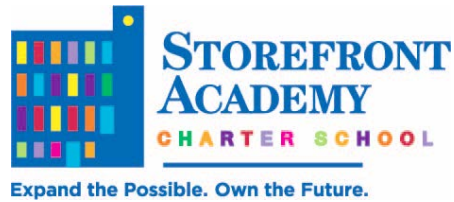
FOR 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT ("APPR")

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. Schools should leave the text intact or edit appropriately so that the text aligns with the program's offerings and the measures and goals included in the school's Accountability Plan.
3. The template for reporting a norm-referenced test growth measure for elementary/middle school grades in the Accountability Plan appears in Appendix B. Present the respective results at the end of the English language arts ("ELA") and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's Measure of Interim Progress ("MIP"). This supplants the previous measure of Annual Measureable Objective ("AMO") attainment. Additionally, the Institute has replaced the No Child Left Behind ("NCLB") goal with the functionally equivalent ESSA goal.
 - b) For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2016-17 results. (The 2017-18 results are not yet available.)
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



Storefront Academy Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Date, 2018

By Dr. Nicole Richardson-Garcia

423 East 138th Street, Bronx, NY 10454

646-476-1400

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Julien Colon prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jonathan Stearns	Board Chair, Executive & Finance Committees
Eileen Niedzwiecki	Vice Chair, Development Committee
Carrie Sealy	Secretary
Richard Bayles	Treasurer, Finance Committee
Angela Bergeson	
Ray Cameron	
Wendy Reynoso	Executive & Finance Committees

Dr. Nicole Richardson-Garcia has served as the Principal since July 2016.

Storefront Academy Charter School (SACS) opened to students and families in the fall of 2015. Located in the Mott Haven neighborhood of the South Bronx, SACS educates urban youth of all learning abilities. In the 2017-2018 school year, the school served 125 students in kindergarten through third grade, with 121 enrolled at year-end. When fully enrolled and at scale, the school will serve students in Kindergarten through 8th Grade.

Our mission is to provide kindergarten through eighth-grade students with a joyful and intentional learning environment, grounded in the conviction that all children must have a rigorous educational experience to forge a successful pathway through high school, college and life. In partnership with families and the community, we instill a love of learning and mutual respect, as we promote the values of hard work and service to our society.

With two classes per grade and two teachers and approximately 20-25 students per class, Storefront Academy Charter School boasts an optimized student/teacher ratio that enables our faculty to meet the individual needs of each student, supporting all levels of learners with differentiated instruction and supplemental skills-based support. All students are admitted by lottery.

Our student demographics are representative of the CSD in which we are located. For the 2017-2018 school year, 90% of our students qualified for the federal free- and reduced--price lunch, 18% were identified as English Language Learners, and 17% of students had IEPs. The student population was primarily African--American (41%) and Hispanic (55%).

The Storefront Academy Charter School day runs from 8:15am---3:45pm, with extended day and summer programming offered for struggling learners in 1st grade and above. Students receive physical education and arts classes weekly, as well as robust social and emotional supports and support for English Language Learners.

Key elements of the school model are largely influenced by the aspects of The Children's Storefront that have most fundamentally contributed to its success as a high-performing school. These elements, described below, are organized within three overarching principles, which serve as unifying ideals that enable SACS to serve as a focused, cohesive and inclusive educational home.

I. The Storefront Academy Charter School is a rigorous, intentional and joyful community of learners.

Students are engaged in rigorous learning experiences, value and demonstrate discipline and hard work, and are held responsible for their learning. All of our students learn through direct skill- and strategy-building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real world experiences. This is evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Students experience a high level of predictability and structure at SACS. They are taught routines until they become habits and operate within clearly communicated and understood systems that ensure learning is the priority. Students enjoy and value the process of learning at SACS, and are encouraged in their development as life-long learners by all of the adults in their worlds. They are highly engaged in lessons, which involve projects, investigations and explorations, and the integration of the arts. Daily learning is interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery. Celebrations of learning, from publishing parties to

community meetings, occur routinely in classrooms, in clusters and school-wide. Learning is a public and pervasive pursuit.

Staff are expected to plan lessons and map units that reflect high expectations aligned to the Common Core State Standards and consistency across each grade level. Teacher clusters ensure vertical alignment across grades, forging connections for and with students to what is learned previously and subsequently. Staff are provided with frameworks, resources and adequate time to plan, assess and reflect on their students' evidence of learning and growth in their own practice as educators. Systems for tracking, organizing and sharing work and information create a transparent culture of accountability and allow for the immediate provision of support.

Families have an awareness of what their children learn and know, and apply strategies at home to support learning. Parents and caregivers are supported and held accountable. They also, within and beyond the school, communicate and reinforce the school's core values with their children. Families learn about our academic and school culture expectations and procedures, and the rationale behind them, and these are consistently and frequently messaged and reinforced to avoid the mixed signals students can often receive around expectations. They are aware of all areas of their children's academic, behavioral and social learning. Families are engaged as active partners, and encouraged and expected to be solution-oriented. They participate in all aspects of learning at the school, in classrooms and as members of the broader school community. They are contributors to events and community meetings that appreciate diversity, foster unity and celebrate the successes of their own children.

II. All Storefront Academy Charter School learners are known and holistically supported.

Small Class, Cluster and School Size

- Classes have no more than 25 students in K-2, and small cohorts are purposefully created in the upper elementary and middle school grades.
- The staffing plan assures a low teacher to student ratio: 10 to 1
- As the school grows, the structure of clusters (with 3 grades each: K-2, 3-5, 6-8) maintain a sense of intimacy for students and staff members.
- Students have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Our high student retention charter accountability goal reflects SACS's commitment in this respect.
- Students have even more focused learning experiences in small literacy and math skills and guided reading groups, as well as in our afterschool and summer programs.

Multi-Level Prevention and Intervention

- Academic Needs: SACS established an RtI (Response to Intervention) multi-level prevention framework to categorize and monitor students, based on benchmark and formative assessment results. Teachers and teacher teams modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity intervention (for students identified as at-risk or as formally requiring Special Education and

English as a Second Language services) is provided by an ESL specialist, and by learning specialists (special education teachers), who are assigned one to each grade in grades K and 1, and one to each classroom in grades 2-8.

- Psychosocial, Developmental and Behavioral Needs: We are committed to the teaching, reinforcing and assessing of SACS core values (honesty, responsibility, perseverance, concern for others, diligence, respect), which create a common language and foster a culture of belonging. We have established an approach that parallels RtI to address social-emotional and behavioral concerns. In classrooms, teachers intentionally teach skills and strategies to support students in their social and emotional learning.

SACS provides clearly defined structures to assure professional accountability for the critical work of teaching, and within those structures provide targeted and differentiated coaching support to help teachers develop their skills and strategies both inside and outside of the classroom. The Charlotte Danielson Framework for Teaching Tool is used to guide the coaching and growth within its four domains: planning and preparation, classroom environment, instruction and professional responsibilities. A regular schedule of classroom observations and facilitative coaching sessions for teachers instills a sense of urgency coupled with differentiated supports and stretches.

SACS is inclusive and supportive to all families. Student progress conferences, student exhibitions and celebrations of learning occur and involve families throughout the year. Teachers reach out to connect with all of their students' parents and caregivers to build trusting partnerships. The adults in our students' lives are engaged in problem solving as issues of academic, behavior or social challenges arise, and SACS works closely with families to arrange any necessary school, home or community supports.

III. The Storefront Academy Charter School utilizes evidence to understand, reflect, decide and act.

Our culture is one of accountability and transparency - a school community where adults are comfortable using concrete information to make plans for students. At SACS, we believe that true accountability is not driven by the exerting of power or the instilling of fear; rather, it is about being unwaveringly focused on understanding the gap between the knowledge, skills and strategies that students have grasped, and the clearly defined grade level expectations of what they need to be able to show they know and can do. SACS is a school where authentic work and various forms of rigorous assessments guide decisions and drive actions. Evidence of learning is publicly demonstrated throughout the school, including but not limited to student work, reviewed and evaluated, posted in classrooms and hallways, and data progress maps (such as reading levels and interim assessment results) in staff spaces.

All students know where they stand and what they need to achieve in each content area. Teachers are expected to communicate clearly and frequently around expectations for high quality work. Students receive targeted feedback from their teachers, and all grades, rating and scores are shared with them in ways that are appropriate to their developmental levels, within an established, safe environment that encourages reflection and learning from mistakes.

Teachers are also well aware of their own strengths and areas of growth, and draft goal-oriented action plans with leaders that track what they need to achieve, how and by when, within certain

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prioritized Danielson components, in order to improve their practice. Teachers engage with his or her coach in a cycle of review, reflection, feedback and learning, to support a clear goal of improvement within a distinct period of time.

Objective data related to their children's learning progress is readily available to families at the school. Parents and caregivers are made aware of their children's academic status, and what they need to achieve in each content area, through formal, routine progress conferences, frequent informal discussions with teachers and varied school communications. They are provided with guidance and resources to help them create supportive and supplementary learning experiences for their children at home and within and beyond their communities.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														
2014-15														
2015-16	47	44												95
2016-17	34	55	44											133
2017-18	15	33	43	30										121

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

SACS students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

Storefront Academy Charter School is committed to the goal of all students reading at or above grade level by the end of each grade level. The school employs a differentiated approach to literacy instruction, and teachers have significant autonomy to plan lessons that address the diverse needs of all students. Teachers expose students to a wide variety of texts and literature, challenge them to think critically about what they read, hear, and experience, and use a variety of instructional tools and methods. ELA instruction is scaffolded to ensure optimal support for optimal learning, always with the goal of moving every student toward independence.

Core ELA curricula, resources and assessments used at Storefront Academy Charter School include: MAISA (The Michigan Association of Intermediate Schools) Readers and Writers Workshop, Leveled Literacy Intervention (LLI), Fountas and Pinnell and Foundations. Kindergarten and first grade classrooms utilize the *Wilson Foundations* reading program, which includes instructional techniques regarding print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. In addition to ensuring that the fundamentals of word

recognition are solidly taught through *Foundations*, reading comprehension development is actively fostered as well. Teachers model and encourage students to use comprehension strategies such as predicting, retelling/summarizing, and making personal connections to texts. These practices occur during read-alouds and in small group guided reading.

All classrooms have rich libraries that offer opportunities for students to access texts at a variety of difficulty levels, within a broad range of genres. Non-fiction books and other reading materials figure prominently. Further, a range of targeted materials, geared towards the reinforcement, remediation or extension of learning will also be utilized in the implementation of the literacy program. These resources include computer programs and websites such as *ReadingA-Z.com*, *Spellingcity.com*, *abcteach.com*, and *Scholastic Printables*, along with the magazine *Scholastic News*, important resources used to extend student knowledge.

Technology is integrated into all ELA instruction, including the use of SMART Boards in all classrooms, regular use of desktops, laptops and Chromebooks for research projects and writing tasks, computerized assessments, as well as use of e-readers and tablets.

To assess student progress in ELA throughout the year, SACS administers several diagnostic, formative and summative assessments, including the Fountas & Pinnell Benchmark Assessment System and the NWEA Measures of Academic Progress (MAP) test. Teachers and school leaders use the data from these assessments to inform their instruction and to identify students requiring interventions and other supports.

For professional development focused on ELA, all teaching staff participate in a summer institute each August, focused on strengthening ELA instruction as well as other academic areas and key initiatives. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

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 grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	30	0	0	0	0	30
4						
5						
6						
7						
8						
All	30	0	0	0	0	30

RESULTS AND EVALUATION

Of the 30 students enrolled in 3rd Grade at the time of testing, all but two took the 2017-18 NYS ELA exam. In our first year of state testing, 43% of all students tested attained a Level 3 or Level 4 on the exam. A total of 43% of the students enrolled in their second year attained proficiency at these levels.

As shown in the numbers below, SACS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 43% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 32 percentage points.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43	30	43	28
4				
5				
6				
7				
8				
All	13	30	43	28

ADDITIONAL EVIDENCE

2017-2018 was our first year of state testing. Therefore, no year-to-year comparisons can be made at this time.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2015-16	2016-17	2017-18

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

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	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					43	28
4						
5						
6						
7						
8						
All					43	28

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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Storefront Academy's Performance Level Index for 2017-18 is 139. As the New York State Education Department has not yet disseminated the MIP for 2017-2018, we cannot yet determine if we have met this goal.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3	53	43	0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 53 & + & 43 & + & 0 & = & 96 \\
 & & & & 43 & + & 0 & = & 43 \\
 & & & & & + & (.5)*0 & = & 0 \\
 & & & & & & \text{PI} & = & 139
 \end{array}$$

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

A total of 43% of 3rd Graders enrolled at SACS for at least two years reached proficiency, exceeding the NYC CSD 7 for this same grade by five percentage points.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43	28	38	1,224
4				
5				
6				
7				
8				
All	43	28	38	1,224

ADDITIONAL EVIDENCE

2017-2018 was our first year of state testing. Therefore, no year-to-year comparisons can be made at this time.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3					43	38
4						

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

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5						
6						
7						
8						
All					43	38

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

2017-18 was SACS’s first year of state testing. Therefore, an Effect Size using 2016-17 test scores is not available.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:

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Not Applicable

ADDITIONAL EVIDENCE

2017-18 was SACS's first year of state testing. Therefore, Effect Sizes for the school years in the chart are not available.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17						

Goal 1: Growth Measure³

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

METHOD

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

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

RESULTS AND EVALUATION

2017-18 was SACS's first year of state testing. Therefore, we are unable to complete an analysis of the Mean Growth Percentile for 2016-17.

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0

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

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

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6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

2017-18 was SACS's first year of state testing. Therefore, we are unable to complete an analysis of the Mean Growth Percentile for the school years listed below.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the five measures of progress toward meeting the school's ELA goal, Storefront Academy achieved one Comparative Measure, as listed below. Three of the measures cannot yet be analyzed.

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.	Cannot yet be measured
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A

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Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	N/A
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ACTION PLAN

While we did not meet the Absolute Goal of 75% of students in at least their second year meeting proficiency, we did meet the Comparison Goal by exceeding the score for CSD 7 in the 3rd Grade. In addition, our students continue growth on all internal assessments implemented at the school. Therefore, we will continue to implement our ELA program as described more fully above.

Additionally, we were encouraged that no students enrolled for at least two years received a Level 1 score. To ensure that our Level 2 students are making substantial gains and progress toward proficiency, we will continue to rely on our Response to Intervention framework to assess where these students are struggling and to identify the appropriate interventions and supports needed. Targeted support and supplemental instruction will be provided by members of our Student Support Team, including the Director of Inclusion and the grade level Learning Specialists. Research-based, designed-for-intervention materials are distributed according to the appropriate developmental and academic levels of the targeted students. Furthermore, supplemental after school support is offered at SACS. The time is used for homework completion, independent and shared reading, leveled learning (targeted supplemental support) and enrichment. All struggling learners will be strongly recommended for this after school support program.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

SACS students will demonstrate understanding and application of mathematical computation and problem solving.

BACKGROUND

The approach to mathematics instruction at the Storefront Academy Charter School serves to connect mathematical practices to mathematical content in order to prepare students to demonstrate both procedural expertise and conceptual understanding as described in the Common Core Learning Standards. Mathematics instruction is in large part guided by the implementation of the Singapore Math program, a research-based curriculum utilized by over 1,500 schools across the country and closely aligned to the Common Core Learning Standards.

The key features of Singapore Math are in alignment with the overall vision for math instruction:

- Uses concrete > pictorial > abstract approach
- Encourages active thinking process, communication of mathematical ideas and problem solving
- Develops the foundation students will need for more advanced mathematics

- Emphasizes mental math and the model drawing approach

In addition to the Singapore Math program, a range of targeted materials, geared towards the reinforcement, remediation or extension of learning are also utilized in the implementation of the mathematics instructional approach. These resources include:

- Grade level curriculum modules and resources provided on the www.engageny.org website
- Math Steps
- Math Buddies, Singapore's interactive online program, with animated lessons and practice questions
- Mathematics technology supplements, such as Accelerated Math, Fast Math, Dreambox, IXLmath and free websites such as Khan Academy and BrainPop. These supplemental resources have been thoughtfully integrated and targeted to specific learning needs and developmental levels.

Drawing from these resources, SASC teachers provide students with opportunities to develop a formal understanding of numbers and mathematical concepts. Students are taught using a variety of manipulatives, visual aids, and multimedia resources. Number sense is developed and honed as students create a concrete understanding of mathematical concepts, and move toward understanding mathematical operations, problem solving, and abstract thinking. Teachers typically introduce, review, or extend a topic as a whole class. Students are then instructed to practice the skill, in groups or independently. During independent work, teachers circulate, observing students and assisting them as necessary. Students work at different rates, so supplemental activities or worksheets are always available for further practice or enrichment. Storefront Academy faculty members are specially trained to differentiate instruction to meet the needs of all learners, and teachers effectively scaffold lessons to ensure optimal support for optimal learning.

All Mathematics instruction at SACS includes the use of SMART Boards in all classrooms and regular use of desktops, laptops and Chromebooks for project-based work and computerized assessments.

To assess student progress in Math throughout the year, SACS administers several diagnostic, formative and summative assessments, including the NWEA Measures of Academic Progress (MAP) test. Teachers and school leaders use the data from these assessments to inform their instruction and to identify students requiring interventions and other supports.

For professional development focused on Math, all teaching staff participate in a summer institute each August, focused on strengthening instruction as well as other academic areas and key initiatives. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

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.

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METHOD

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

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

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

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	0	0	31
4						
5						
6						
7						
8						
All	31	0	0	0	0	31

RESULTS AND EVALUATION

Of the 31 students enrolled in 3rd Grade at the time of testing, all but two took the 2017-18 NYS Math exam. In our first year of state testing, 58% of all students tested attained a Level 3 or Level 4 on the exam. A total of 59% of the students enrolled in their second year attained proficiency at these levels.

As shown in the numbers below, SACS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 59% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 16 percentage points.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58	31	59	29
4				
5				

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

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6				
7				
8				
All	58	31	59	29

ADDITIONAL EVIDENCE

2017-2018 was our first year of state testing. Therefore, no year-to-year comparisons can be made at this time.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					59	29
4						
5						
6						
7						
8						
All					59	29

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

SCIENCE

RESULTS AND EVALUATION

Storefront Academy's Performance Level Index for 2017-18 is 143. As the New York State Education Department has not yet disseminated the MIP for 2017-2018, we cannot yet determine if we have met this goal.

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
	23	19	42	16

PI	=	19	+	42	+	16	=	77
				42	+	16	=	58
					+	8	=	8
						PI	=	143

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

A total of 59% of 3rd Graders enrolled at SACS for at least two years reached proficiency, exceeding the NYC CSD 7 for this same grade by 20 percentage points.

2017-18 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	59	29	39	1,257
4				
5				
6				
7				

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](#).

SCIENCE

8				
All	<u>59</u>	29	<u>39</u>	1,257

ADDITIONAL EVIDENCE

2017-2018 was our first year of state testing. Therefore, no year-to-year comparisons can be made at this time.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3					59	39
4						
5						
6						
7						
8						
All					59	39

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

SCIENCE

RESULTS AND EVALUATION

2017-18 was SACS's first year of state testing. Therefore, an Effect Size using 2016-17 test scores is not available.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

Not Applicable

ADDITIONAL EVIDENCE

2017-18 was SACS's first year of state testing. Therefore, Effect Sizes for the school years in the chart are not available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17						

Goal 2: Growth Measure⁷

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

METHOD

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

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

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have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

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

RESULTS AND EVALUATION

2017-18 was SACS's first year of state testing. Therefore, we are unable to complete an analysis of the Mean Growth Percentile for 2016-17.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

2017-18 was SACS's first year of state testing. Therefore, we are unable to complete an analysis of the Mean Growth Percentile for the school years listed below.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

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

SUMMARY OF THE MATHEMATICS GOAL

Of the five measures of progress toward meeting the school's ELA goal, Storefront Academy achieved one Comparative Measure, as listed below. Three of the measures cannot yet be analyzed.

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.	Cannot yet be measured
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	N/A

ACTION PLAN

While we did not meet the Absolute Goal of 75% of students in at least their second year meeting proficiency, we did meet the Comparison Goal by exceeding the score for CSD 7 in the 3rd Grade. In addition, our students continue growth on all internal assessments implemented at the school. Therefore, we will continue to implement our Math program as described more fully above.

To ensure that our Level 1 and 2 students are making substantial gains and progress toward proficiency, we will continue to rely on our Response to Intervention framework to assess where these students are struggling and to identify the appropriate interventions and supports needed. Targeted support and supplemental instruction will be provided by members of our Student Support Team, including the Director of Inclusion and the grade level Learning Specialists. Research-based, designed-for-intervention materials are distributed according to the appropriate developmental and academic levels of the targeted students. Furthermore, supplemental after school support is offered at SACS. The time is used for homework completion, independent and shared reading, leveled learning (targeted supplemental support) and enrichment. All struggling learners will be strongly recommended for this after school support program.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency in Science.

BACKGROUND

At SACS, the study of science is foundationally framed by the Delta Science Curriculum. Using the Delta resources and materials as a guide, teachers have the flexibility to develop thematic units in a manner that best addresses the needs of all students' intellectual, developmental, social, emotional, and physical needs.

Science themes are intended to foster the development of problem-solving, critical thinking, and scientific reasoning skills that foster curiosity and inquisitiveness. Students are asked to physically explore topics, carefully observe, and demonstrate their thinking. The overall science program addresses scientific investigation; inquiry skills; and physical, life, and earth sciences. Science thematic units offer many opportunities to explore issues regarding environmental and global sustainability. Connections are made between what students are learning, the bearing or influence on their lives. For instance, teachers help students to connect the environmental issues of the world to the surrounding urban community.

Hands-on inquiry and project-based activities are emphasized as much as possible throughout the teaching of these units, which are intended to strengthen literacy, mathematical, and scientific-reasoning skills. In thematic units students are encouraged to actively investigate through observation, questioning, recording, describing, forming explanations, and drawing conclusions.

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

Not applicable.

The school did not administer the New York State Testing Program Science assessment in 2018 as no students in Grades 4 or 8 were enrolled.

RESULTS AND EVALUATION

In the 2017-18 school year, Storefront Academy Charter School served Kindergarten through 3rd Grade students only. There is no New York State Science exam data available.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

SCIENCE

4				
8				
All				

ADDITIONAL EVIDENCE

Not Applicable. As 2017-2018 was only the third year of operation for SACS, no students in 4th and 8th grades were enrolled, and year-to-year trends cannot yet be analyzed.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Not Applicable. As 2017-18 was only the third year of operation for SACS, no students in 4th and 8th Grades were enrolled. There is no comparative data available.

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

Grade	Percent of Students at Proficiency
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SCIENCE

	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Not Applicable. As 2017-18 was only the third year of operation for SACS, no students in 4th and 8th Grades were enrolled. There is no comparative data available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

SUMMARY OF THE SCIENCE GOAL

Not Applicable. SACS did not enroll students in either 4th Grade or 8th Grade in 2017-18.

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

ACTION PLAN

As SACS has not yet administered any New York State Science assessments, the school not be making any specific program changes based on the specific results associated with these Absolute and Comparative Measures of the school's Science Goal.

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

GOAL 4: ESSA

Goal 4: ESSA

SACS will demonstrate adequate yearly progress.

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

SACS is in good standing.

ADDITIONAL EVIDENCE

SACS is in good standing.

Accountability Status by Year

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

