



Harlem Link Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Trustee's Name	Board Position
B. Peter Carry	Chair
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Steven Evangelista has served as the Principal since 2011 and as the Co-Director from 2004 to 2011.

Harlem Link, an independent public charter school, opened its doors in the fall of 2005 to link academics, values and community to graduate articulate scholars who meet or exceed New York Performance Standards and active citizens who learn and serve their communities. Since 2005, the school has grown to serve PreK-5 students in Harlem and its surrounding communities.

Diverse families from more than ten districts across New York City choose Harlem Link for their children with the majority of students attending residing in District 5. In 2016-17, 88% of Harlem Link students were identified as economically disadvantaged, 18% of students had disabilities, and 6.6% of students were English Language Learners. 64% of students identified as African-American, and 32.7% identified as Hispanic.

Leveraging the key design elements described below, Harlem Link consistently prepares its students to attend high performing, competitive public and private middle schools. These outcomes along with the significant and consistent progress the school has made toward achieving its mission has resulted in the SUNY Charter School Institute granting Harlem Link a three-year charter renewal in 2010 and five-year charter renewals in 2013 and 2018.

Harlem Link's instructional vision, adopted in 2014, is: "We align our practice and use our relationships to help students achieve world-class scholarship and build good character." The school's educational program has undergone some important changes in recent years due to the development of the school's Instructional Vision. Notably, the early childhood program is further emphasizing learning through play and social emotional learning. Returning more forcefully to the school's founding philosophy after a period in which teacher-directed lessons were the norm, student-to-student interaction is again more highly valued in all grades and subjects, as is student thinking and learning through error making and reflection. Finally, students are more involved in their own goal-setting and receive more frequent feedback against the progress of those goals.

The school has strived to actualize Responsive Classroom (RC) guiding principles, which include the notion that social and emotional learning is as important as academic learning. The four elements of Responsive Classroom (Positive Community, Engaging Academics, Effective Management and Developmental Awareness) support the core of the vision: data-driven, rigorous learning and leadership.

Harlem Link's key design elements are:

1) Rigorous, high expectations and a belief in students

Harlem Link seeks to uphold the same, rigorous, college-bound expectations for its students as those typically found in our nation's most well-resourced communities. These are embodied in the school's long-term vision for student success, supported by a preparatory environment for college and careers including the school's challenging curriculum and Core Values.

The school's first cohort alumni, which graduated from fifth grade in 2010, graduated from high school in four years at a rate of 73%. Currently 54% of that cohort is enrolled in college. The school is carefully tracking college matriculation and progress for its alumni, as well as supporting graduates along the path in middle and high school.

Working backward from the goal of college graduation, the school promotes a growth mindset. A core belief of the school is that behaviors presented by students are not reflective of fixed attributes, but can change and evolve with direction and effort. For this reason, the school never

gives up on students and strives to engage and retain even those students expressing disaffection. To do so, Harlem Link partners with families, builds on the hopes and dreams of children, and creates a milieu of belief in which students can thrive.

2) A data-driven curriculum and pedagogy that support the school's mission

Harlem Link seeks to provide a curriculum and teaching structures that support the development of critical thinking skills and student independence. The school uses a balanced literacy curriculum and a set of inquiry-based math and science programs, in which students have frequent opportunities to direct their own learning, examine their thinking and speak and listen about their ideas and strategies with peers. Students must also acquire basic skills; therefore, the school incorporates highly structured academic programs that include a multisensory, sequential phonics program in the early grades and copious practice in basic mathematics skills.

Teachers choose instructional strategies based on data they collect and analyze that indicate student needs. This data is derived from the school's comprehensive assessment calendar, comprised of five distinct levels of assessment. Formal school-wide assessments (Level 4) include Foundations phonics inventories, the Fountas and Pinnell Reading Inventory, practice state exams, periodic math fluency assessments and a once-per-grade annual performance-based Science Expo.

The school has developed a protocol for analyzing unit-end performance assessments (Level 3). The school is now collecting and analyzing data school-wide on prioritized classroom based lesson objective measures (Level 2), which include trade and teacher-made tests, exit slips, mini-quizzes and student-teacher conferencing notes. Teachers use Level 1 assessment (checks for understanding) to ensure their lesson is on target and preparing students for Level 2 assessments.

The school has formal programmatic structures in place to support each element of its Instructional Vision. Responsive Classroom (RC) creates the conditions in each classroom for strong learning. The RC practices include a consistent approach to morning meeting, introducing new material or routines, speaking to students, delivering lessons, learning about students, differentiating lessons and building community.

In Cognitively Guided Instruction (CGI), teachers introduce a challenging mathematical problem, having planned carefully around state standards and watching all students work independently with specific outcomes, strategies and misconceptions in mind. Teachers then orchestrate a collaborative discourse in which students share increasingly sophisticated strategies, helping students learn from each other and measuring their increased understanding over time. CGI addresses number sense, operations and fractions standards, while the school's TERC curriculum units address the remainder of the math standards in a daily Math Workshop.

In the upper grades, the school piloted the use of Visible Learning in its test preparation program, and is bringing this approach school-wide. Visible Learning is based on the principle that people, including children, learn best when they set meaningful goals and receive frequent concrete feedback on their standing against those goals. Visible Learning successfully transitioned students in the upper grades from relying on extrinsic incentives to focusing on learning targets for the satisfaction of learning.

Emotionally Responsive Practice (ERP), a set of pedagogical tools and knowledge provided by Bank Street College of Education's Safe and Sound Schools program, helps teachers use child developmental principles to create a learning environment where students who experienced trauma can be successful. Strategies such as reflective technique (in which students receive validation for their feelings regardless of their state, and thereby gain investment in the classroom community) create this environment, which benefits all children.

The school teaches the five competencies of the Collaborative for Social, Emotional and Academic Learning (CASEL), which are consistent with both RC and ERP's work. The five capacities are in the domains of self-awareness, self-management, social awareness, relationships skills and responsible decision-making.

The school staffs most classrooms with two teachers and has developed a model for co-teaching in which teachers choose from a small menu of appropriate structures and roles depending on the course, content and academic goals for students. The school also features at least one Integrated Co-Teaching classroom on each grade, a robust student intervention program, and a rigorous promotion policy. For students who struggle academically or to complete required course work during the school year, successful completion of a mandatory summer academy may be required for promotion to the next grade.

3) High levels of professional learning

The school utilizes both contracted and internal resources in order to support teachers in meeting the school's mission and effectively executing the curriculum and pedagogy. Harlem Link has developed a professional learning community on its campus in which all adults are constant learners, and the use of professional development resources encourages collaboration among staff.

Harlem Link contracts for professional development in areas such as mathematics, literacy and science and provides on-site training and coaching in planning and assessing, co-teaching, differentiating instruction, and use of assessment data among other areas.

Within the first year of teaching at Harlem Link (and in most cases, prior to service) each teacher is trained in the four-day Responsive Classroom I course, and a three day Cognitively Guided Instruction workshop. These workshops are provided in addition to a two-day on-site orientation and a two-week Summer Institute, during the latter of which all staff members participate in workshops, discussions and team planning sessions.

Harlem Link uses internal resources by having Grade Band Leaders, teachers recognized as having achieved a high level of both student achievement and fidelity to the school's vision, support newer teachers to the school; by having teachers join administrators in formal and thematic Walkthroughs, which include feedback by peers, administrators and consultants to the host classroom; and by ensuring grade teams function as an organized unit, such that each classroom is able to learn from the other or others on the team. Twice per month, grade teams have two to three hours of dedicated time set aside to perform pre-unit protocols, post-unit data analysis protocols and other forms of data analysis including the school's Child Study Process.

4) Family and community involvement strategies

Harlem Link supports the development of its independent parent association, the primary means by which parents can be involved in the life of the school and decision-making. The school also maintains an open door policy, in which parents are encouraged to make appointments and spend time observing or helping in their child's classroom. The school has employed parents when appropriate, and invites family members in for programs, performances and events throughout the year, both during and after school. The school places a high level of importance on universal participation in tri-annual family-teacher conferences. As a community-based institution, the school is also committed to enrolling a student population representative of the community of location, in keeping with, originally, the spirit and, now, the letter of the charter law.

Living up to one of the founding reasons for the name "Link," the school's curriculum also includes attention to the rich tapestry of New York City and its surrounding environs as resources for learning. As part of units of study, scholars visit and study the local Harlem community and visit other parts of the city to support social studies learning throughout the grades.

The school maintains partnerships with community institutions in order to support its mission, instructional priorities, and families. The school boasts a number of key partnerships, for example: The Africa Center, which has provided cultural programming and support; a cadre of early childhood programs including the Northern Manhattan Neo-Natal Partnership, the Helen B. Atkinson Clinic, and the Bank Street Straus Center, which support the school's Start to Finish program and help coordinate resources to promote early learning in the community; the Northside Center for Children and Families, which provides on-site individual and family therapy to students in need; and the Kappa Alpha Psi fraternity, which has provided programming including essay contests, a boys support group, and the development of a college-focused competitive Step Team.

5) Supportive school culture

Harlem Link defines school culture as the tone created by the physical environment and all the actions and words of the people in it. The school places an emphasis on supporting teachers to promote their retention and continued growth and having an open, collaborative work environment for all staff. The school intends that teachers, administrators and all other staff members model the school's Core Values and successful student behaviors at all times and that the tone of the school is serious about learning but also joyful and celebratory.

Each day begins with a structured Morning Meeting in each classroom. Each classroom has the same set of goals for this time: to convey a sense of belonging, importance and fun to each student every day; to build positive community and relationships with and among students; and to practice academic content in novel and engaging ways.

The school used Responsive Classroom principles and practices throughout not only classrooms but common spaces as well. RC Teacher Language, which frames three complementary types of teacher approaches to student learning (Reinforcing, Redirecting and Reminding Language), is applicable in the lunchroom for not only maintaining order and safety but also teaching Social and Emotional Learning competencies.

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The emphasis on students and families being physically represented in the school, in pictures and work on the walls, through performances and events, and in the school's open door policy, creates a warm, inviting and joyful learning environment where students can focus and learn at a high academic level.

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	50	53	53	48	53	48								305
2014-15	51	54	53	56	52	46								312
2015-16	82	52	57	48	49	43								331
2016-17	83	74	54	52	46	50								359
2017-18	79	75	87	53	55	52								401

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will become proficient readers and writers of the English language.

BACKGROUND

Harlem Link uses a balanced literacy approach to teaching English Language Arts (ELA). Teachers use the Reader's and Writer's Workshop as a guide for instruction. This includes the use of read aloud, shared reading, guided reading, and other small group instruction, independent reading with teacher conferencing, shared writing, interactive writing, guided writing and independent writing as elements of classroom instruction. Teachers use individual conferences and a variety of unit-level and term-level formal assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. Harlem Link uses the Developmental Reading Assessment (DRA) as a school-wide reading level benchmarking tool. Teachers use results to plan small group instruction and develop student goals.

Harlem Link is beginning to implement Multi-Tiered System of Supports (MTSS), an umbrella framework that includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. The school assesses, differentiates, provides intervention, and uses data to monitor improvements across both academic categories and socio-emotional learning. The school employs four Academic Intervention Specialists who provide interventions to struggling readers and writers. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act.

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Harlem Link's curriculum is aligned to the New York State Learning Standards. The school has modified the Reading and the Writing scopes and sequences in each grade to increase nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, a large percentage of returning students are arriving to the school on or above grade level for ELA.

In 2015-16, as the school analyzed its interim assessment data, school leaders discovered that our practice test vendor was giving us inaccurate information about the readiness of our students for the state test. Accordingly the school transitioned to creating and administering our own interim assessments. Harlem Link began administering weekly tests of reading passages and multiple choice questions that closely mirror the state test to identify gaps in student learning and prepare students for the structure and content on the state test.

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 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	45				6	51
4	46				4	50
5	40				5	45
6						
7						
8						
All	131				15	146

² 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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RESULTS AND EVALUATION

Harlem Link fell short of this benchmark by 37 percentage points. 38 percent of students enrolled in at least their second year attained proficiency on the 2017-18 ELA exam. Third grade scholars performed the highest of all grades with 56% of scholars in at least their second year at the school attaining proficiency. In all grades, the performance of students enrolled in at least their second year exceeded the performance of students enrolled for less time.

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	53.3	45	55.9	34
4	30.4	46	32.4	37
5	27.5	40	27.8	36
6				
7				
8				
All	37.5	131	38.3	107

ADDITIONAL EVIDENCE

Harlem Link scholars are making progress toward attaining this measure. Each year, the percentage of scholars attaining proficiency on the state English Language Arts exam had increased, reflecting improvements the school has made to its instructional program. The following chart depicts Harlem Link scholar performance on the state's ELA exam throughout the charter term. The percentage of scholars enrolled in at least their second year who have attained proficiency has increased by 23 percentage points, from 15% to 38%, over a five-year period (2013-14 to 2017-18).

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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	26.3	38	41	46	55.9	34
4	28.6	42	33	36	32.4	37
5	13.8	36	26	42	27.8	36
6						
7						
8						
All	22.9	116	33	124	38.3	107

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Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 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

Harlem Link's PI on the 2017-18 State English language arts exam is 115.5. The state has not yet released the Measure of Interim Progress, so this goal cannot be evaluated.

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
131	25	36	34	5

PI	=	36	+	34	+	5	=	75
				34	+	5	=	38
					+	(.5)*5	=	2.5
						PI	=	115.5

Goal 1: Absolute Measure

Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.

METHOD

Each year the school administers the Fountas and Pinnell Benchmark Assessment System on a 1:1 basis to each child enrolled. In Grades K-2, students are assessed three times per year and in Grades 3-5 students are assessed twice (unless they score in the Tier 3 range in the first assessment, Harlem Link Charter School 2017-18 Accountability Plan Progress Report Page 10 of 31

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in which case they are assessed three times throughout the year). Students are assigned an Instructional Level based on their fluency and comprehension reading and responding to a leveled text, according to a rubric included in the assessment. The accountability measure is applied to data generated in the third and final assessment period.

RESULTS AND EVALUATION

Harlem Link met this measure, with 75% percent of students enrolled in least their second year scoring at or above the benchmark level.

Percent Meeting Fountas & Pinnell Benchmark by Grade Level

Grade	Number of Students Enrolled Two or More Years	Percent of Students Enrolled Two or More Years Meeting Benchmark
1	61	98.1%
2	54	77.8%
3	39	46.2%
4	39	76.9%
5	40	62.5%
Total	233	75.1%

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.³

RESULTS AND EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment at Harlem Link, by 10 percentage points. Harlem link fell short of CSD 3, its district of location, by 26 percentage points.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Harlem Link exceeded the performance of CSD 5 in each 3rd grade (24 percentage points), 4th grade (3 percentage points), and 5th grade (6 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		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.9	34	66.9	1320	32.1	252
4	32.4	37	66.4	1300	28.6	236
5	27.8	36	58.0	1266	22.0	172
6						
7						
8						
All	38.3	107	63.8	3886	28.0	2391

ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5. This is clearly demonstrated in the table below.

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	CSD3	CSD 5	Charter School	CSD3	CSD 5	Charter School	CSD3	CSD 5
3	26.3	61.2	20.8	41	60.8	23.4	55.9	66.9	32.1
4	28.6	59.8	21.2	33	63.3	24.2	32.4	66.4	28.6
5	13.8	52.1	15.8	26	57.4	20.8	27.8	58.0	22.0
6									
7									
8									
All	22.9	57.7	19.3	31	60.6	22.8	38.3	63.8	28.0

Harlem Link also compares its performance to P.S. 208 Alain L. Locke, a district run public school serving grades 3-5. Both schools shared facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 208 on the state's ELA exam in each of the last five seven administrations.

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English Language Arts Performance of Charter School and P.S. 208 Alain L. Locke by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2011-12	3-5	52.4	105	39.5	172
2012-13	3-5	18.3	115	7.7	155
2013-14	3-5	15.0	120	12.8	141
2014-15	3-5	15.6	109	13.9	158
2015-16	3-5	22.9	116	18.9	122
2016-17	3-5	31	124	16	118
2017-18	3-5	38.3	107	30.4	115

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

Harlem Link met this measure. With an effect size of .38 on the 2016-17 English language arts examination, the school exceeded the target effect size of .3.

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3rd grade students had the highest effect size (.57).

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	94.7	51	37	26.9	10.1	.57
4	91.8	44	32	26.1	5.9	.34
5	90.4	50	24	21.0	3.0	.21
6						
7						
8						
All	92.4	145	31.0	24.6	6.4	.38

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

The school has demonstrated improved performance in its effect size each of the past three years, from -.29 in 2014-15 to -.25 in 2015-16 to .38 in 2016-17.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	92.3	153	12.8	16.1	-0.29
2015-16	3-5	87.5	137	22.1	26.2	-0.25
2016-17	3-5	92.4	145	31.0	24.6	.38

Goal 1: Growth Measure⁴

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

METHOD

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

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

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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.⁵

RESULTS AND EVALUATION

Harlem Link met this measure. Harlem Link's unadjusted mean growth percentile in English language arts was 5 percentile points above the target schoolwide, 10 percentile points above the target in grade 4, and .5 percentile points above the target in grade 5.

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

Grade	Mean Growth Percentile	
	School	Target
4	60	50.0
5	50.5	50.0
6		50.0
7		50.0
8		50.0
All	55	50.0

ADDITIONAL EVIDENCE

Harlem Link has improved its performance in this measure from 2014-15, when it fell short by 8 percentile points, to 2016-17, when it exceeded it by 5 percentile points. Due to an issue in data reporting, the state did not calculate ELA growth scores for all students in 5th grade at the school during 2015-16.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	53.6	44	60	50.0
5	30.8	N/A	50.5	50.0
6				50.0
7				50.0
8				50.0
All	42.2	N/A	55	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Link met two measures of its English Language Arts goal.

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

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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.	Did not achieve
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.	N/A
Absolute	Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard.	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.	Did not achieve
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.)	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 2016-17 results.)	Achieved

ACTION PLAN

Harlem Link will continue to strive for improved results in ELA. The board and leadership at Harlem Link believe that only authentic, rigorous instruction with embedded opportunities for test preparation can produce students who excel academically.

Through the charter renewal process in 2017-18, Harlem Link received extensive expert feedback from SUNY CSI and has made several changes to its program, which the school is confident will help develop a more coherent academic program and lead to improved academic outcomes.

The school is adopting Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, writing, test prep, socio-emotional learning and attendance). Using this framework, Harlem Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

Harlem Link will continue to build its use of interim and formative assessment data to identify gaps in student learning and guide ELA instruction. The school has developed its systems to track performance in real time, scoring quizzes on-the-spot so that teachers can use the results to immediately drive their lessons. Pivoting from collecting large volumes of data, the school is now focused on using data from specific assessments, which are incorporated into its MTSS framework, to drive instruction. By monitoring more big-picture data and uncovering trends, the school will develop better guidance for teachers to drill down to more granular levels and provide targeted instruction and intervention. The school is using a variety of exit tickets and interim assessments,

and GoogleDrive to collect data in real-time. The school is continuing to use homegrown interim assessments and has added a writing assessment using a narrative prompt from Teachers College Pathways. The school has also promoted a classroom teacher to the new position of Assessment Coordinator. With two staff members dedicated to data and assessment, the school is better equipped to systematically use data to drive instruction.

As well, the school is continuing to develop its leadership and coaching. The five-person instructional leadership team has been in place for three years, which has provided a level of consistency to the oversight of the academic program. The model of employing one assistant principal (pre-K and K), one assistant principal (grades 1-2), and one assistant principal (grades 3-5), each of whom is focused on coaching and providing feedback to teachers, has proven well suited to support improvements to teacher practice and ultimately student achievement. The school uses coaches to support the APs with their management responsibilities, and literacy and math consultants provide support for building curriculum and content knowledge.

The school had its strongest teacher retention this year since the 2010-11 school year and believes that a more stable and experienced staff is best prepared to drive strong gains in student learning. Professional learning has focused extensively on student support. The school is utilizing professional learning communities, each lead by an administrator, to develop teacher practice. The PLC groups include Universal Design for Learning, Specially Designed Instruction, mathematics capacity building, diversity and social justice and socio-emotional learning/trauma sensitivity.

Lastly, the school is continuing to provide increased individualized attention and both behavioral and academic support to students. The school has reshaped the role of the behavior specialist to now be an academic and behavioral specialist. This role will support planning, pedagogy, and engagement and will link academic and behavioral supports together coherently. The school has also expanded its staffing and now has four full-time Interventionists. The Student Support Team has developed systems to maximize instructional supports for students. The SST has driven a redesign of the school's scheduling process so that students who receive additional services never miss core instruction. If a scheduling conflict arises in which a service provider is only available during a student's core instruction, the service provider is required to push in. By using assessment data from the 2017-18 year, Harlem Link identified and planned for additional services much earlier this year; all students began receiving all mandated services in September. Harlem Link is a premier member of the Special Education Collaborative and the ELL Collaborative, both projects of the NYC Charter Center. The school is using Specially Designed Instruction to meet the learning needs of students with IEPs. Due to an increase in the proportion of students who are English Language Learners, a teacher has been promoted to become the school's ELL Specialist (which both coordinates the ELL program and provides push-in/pull-out services) and hired a second full-time ELL provider.

With the above changes in place, the Harlem Link team is confident that student performance on the 2018-19 state tests will match student ability, leading to the school's achievement of its ELA accountability goals.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Harlem Link delivers to its scholars a comprehensive, standards-based math curriculum aligned to the school's mission.

Harlem Link teachers implement the TERC math program and provide students with skills practice during Morning Meeting and direct skills instruction through assessment-driven, teacher designed instruction. Teachers also implement the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense while using the same pedagogical philosophy. As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. The Common Core's eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach.

Teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 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.

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	46				5	51
4	47				3	50
5	42				3	45
6						
7						
8						
All	135				11	146

RESULTS AND EVALUATION

Harlem Link fell short of this measure by 37 percentage points. 38.2% of scholars enrolled in at least their second year at Harlem Link attained proficiency on the 2017-18 State Mathematics Exam. Third grade scholars performed the highest of all grades with 57% of scholars in at least their second year at the school attaining proficiency. In all three grades, the performance of students enrolled in at least their second year exceeded the performance of scholars enrolled for less time.

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	56.5	46	57.1	35
4	36.2	47	36.8	38
5	19.0	42	21.6	37
6				
7				
8				
All	37.8	135	38.2	110

ADDITIONAL EVIDENCE

Harlem Link scholars are making progress toward attaining this measure. Scholars experienced a slight decline in performance between 2015-16 and 2016-17, but then demonstrated an increase in performance between 2016-17 and 2017-18, reflecting improvements the school has made to its instructional program. The following chart depicts Harlem Link scholar performance on the state's Mathematics exam throughout the charter term. The percentage of scholars enrolled in at least

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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their second year who have attained proficiency has increased by 13 percentage points, from 25% to 38%, over a four-year period (2014-15 to 2017-18).

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	33.3	39	37	46	57.1	35
4	31.7	41	27	36	36.8	38
5	22.2	36	16	42	21.6	37
6						
7						
8						
All	29.1	116	27	124	38.2	110

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.

RESULTS AND EVALUATION

Harlem Link's PI on the 2017-18 State Mathematics arts exam is 113. The state has not yet released the Measure of Interim Progress, so this goal cannot be evaluated.

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
110	31	31	26	12

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$$\begin{array}{rclclclcl} \text{PI} & = & 31 & + & 26 & + & 12 & = & 69 \\ & & & & 26 & + & 12 & = & 38 \\ & & & & & + & (.5)12 & = & 6 \\ & & & & & & \text{PI} & = & 113 \end{array}$$

Goal 2: Absolute Measure

Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.

METHOD

Harlem Link is instituting a new interim math assessment system, given three times per year in grades K-5, beginning with the 2018-19 school year.

RESULTS AND EVALUATION

The school does not yet have data to report, as the assessment had not yet been created in the 2017-18 school year.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

RESULTS AND EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment, by 12 percentage points. Harlem Link fell short of CSD 3, its district of location, by 26 percentage points.

Harlem Link 3rd graders exceeded their peers in CSD 5 by 14 percentage points; Harlem Link 4th graders exceeded their peers in CSD 5 by 15 percentage points; Harlem Link 5th graders exceeded their peers in CSD 5 by 1 percentage point.

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2nd Year		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57.1	35	66.5	1337	33.1	813
4	36.8	38	66.1	1312	22.4	838
5	21.6	37	58.6	1284	23.0	796
6						
7						
8						
All	38.2	110	63.8	3933	26.2	2447

ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5. This is clearly demonstrated in the table below.

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	CSD 3	CSD 5	Charter School	CSD 3	CSD 5	Charter School	CSD 3	CSD 5
3	33.3	56.9	22.4	37	62.7	24.7	57.1	66.5	33.1
4	31.7	58.6	18.2	27	63.5	18.3	36.8	66.1	22.4
5	22.2	53.3	17.5	16	56.7	21.0	21.6	58.6	23.0
6									
7									
8									
All	29.1	56.3	19.4	27	61.1	21.4	38.2	63.8	26.2

Harlem Link also compares its performance to P.S. 208 Alain L. Locke, a district run public school serving grades 3-5. Both schools share facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 208 on the state's mathematics exam in each of the last seven test administrations.

Mathematics Performance of Charter School and P.S. 208 Alain L. Locke by School Year

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School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2011-12	3-5	89.4	115	43.1	201
2012-13	3-5	31.3	105	6.4	157
2013-14	3-5	52.9	119	17.4	144
2014-15	3-5	24.8	135	16.9	142
2015-16	3-5	29.1	116	16	125
2016-17	3-5	27	124	24	119
2017-18	3-5	38.2	110	30.4	115

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.

RESULTS AND EVALUATION

Harlem Link did not meet this measure. With an effect size of -0.11 on the 2016-17 Mathematics examination, the school fell short of the target effect size of 0.3.

3rd grade students had the highest effect size (0.14).

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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	94.7	51	35	32.0	3.0	0.14
4	91.8	44	27	25.6	1.4	0.07
5	90.4	50	16	25.5	-9.5	-0.52
6						
7						
8						
All	92.4	145	26.0	27.8	-1.8	-0.11

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Historically, Harlem Link has met this measure year over year and generally experienced positive growth in the effect size each year. 2014-15 is the first year since 2010-11 when this target was not met. In both 2014-15 and 2015-16, the school's effect size was slightly below zero. The school is making progress towards this goal; in 2015-16, the school's effect size was increased by .06 compared to the prior year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	92.4	155	22.6	24.3	-0.10
2015-16	3-5	87.6	137	28.4	29.0	-0.04
2016-17	3-5	92.4	145	26.0	27.8	-0.11

Goal 2: Growth Measure⁸

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

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

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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 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.⁹

RESULTS AND EVALUATION

Harlem Link fell did not meet this measure. Harlem Link's unadjusted mean growth percentile in Mathematics was 4 percentile points below the target schoolwide, at the target in grade 4, and 8.5 percentile points below the target in grade 5.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50	50.0
5	41.5	50.0
6		50.0
7		50.0
8		50.0
All	45.5	50.0

ADDITIONAL EVIDENCE

Harlem Link has improved its performance in this measure from 2014-15, when it fell short by 8 percentile points, to 2016-17, when it exceeded it by 5 percentile points. (Due to an issue in data reporting, the state did not calculate ELA growth scores for all students in 5th grade at the school during 2015-16.)

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	57.1	55	50	50.0

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

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5	14.5	32	41.5	50.0
6				50.0
7				50.0
8				50.0
All	35.8	44	45.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

Harlem Link did not achieve its Mathematics Goal, meeting 0 of 4 measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
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.	N/A
Absolute	Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
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.)	Did not achieve
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.)	Did not achieve

ACTION PLAN

Harlem Link will continue to strive for improved results in Math. The board and leadership at Harlem Link believe that only authentic, rigorous instruction with embedded opportunities for test preparation can produce students who excel academically.

Through the charter renewal process in 2017-18, Harlem Link received extensive expert feedback from SUNY CSI and has made several changes to its program, which the school is confident will help develop a more coherent academic program and lead to improved academic outcomes.

As with ELA, the school believes that implementation of Multi-Tiered System of Supports (MTSS), targeted use of more granular data to drive instruction, continued professional learning, and improved student behavioral support and intervention will drive improvements to student

outcomes in Mathematics. Harlem Link is adopting a math interim assessment, adapted from the Smith Family, this year.

The school is also launching a math capacity building initiative this year. Through a partnership with Metamorphosis Teaching and Learning Communities, a core group of six experienced returning teachers attended a 4-day summer institute for the constructivist math approach. This foundation will help teachers understand mathematical thinking and New York State Learning Standards through the constructivist approach; the school's existing math program, TERC, is constructivist. The school also has established a PLC focused on lesson study and co-planning to develop the toolbox for using this curriculum with a constructivist approach.

Harlem Link will continue initiatives that have demonstrated improvements to student achievement, including the Responsive Classroom program and test prep. The school will also continue using Cognitively Guided Instruction (CGI), a problem-solving approach used successfully by Success Academy Charter Schools, in all classes in grades 3-5. CGI builds on students' natural problem-solving strategies to guide them toward mathematical understanding. CGI addresses all of the common core number sense standards, and has been built into the mathematics sequencing to appropriately build conceptual understanding. When using CGI, students will attempt to solve problems without direct instruction from teachers. Instead, the teacher will guide students to understand the different strategies used by others in the class to solve the math problem. The class will collaboratively identify the most efficient strategies with students teaching each other how to use the strategies through modeling and teacher guidance. With a high degree of student engagement, this approach places the onus of learning on the student rather than the teacher. Teachers intentionally select math problems to build students' mathematical understanding. All new teachers are provided training in CGI. Harlem Link will analyze CGI data to identify gaps in student learning and drive instruction in math.

With the above changes in place, the Harlem Link team is confident that student performance on the 2018-19 state tests will match student ability, leading to the school's achievement of its math accountability goals.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Harlem Link uses and supplements the FOSS (Full Option Science System) program, an inquiry-driven set of units that align to New York State Learning and Performance Standards. The school staffs science instruction with two Specialty Teachers. Students receive science instruction three periods per week. The school also sets aside time and when necessary extra funding for external enrichment programs that support science units. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. For the past eleven years, the school has hired an independent contractor, Garo Tekeyan, with extensive experience in FOSS instruction, to provide professional development to the teaching staff twice a month. The school has also begun adjusting the science curriculum to meet Common Core learning standards. As a result, science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2018. 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

The school achieved this measure. With 91.7% of students in at least their second year demonstrating proficiency on the 2017-18 State Science Exam, the school exceeded the target by 17 percentage points.

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			
	All Students		Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89.1	46	91.7	36

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8				
All	89.1	46	91.7	36

ADDITIONAL EVIDENCE

Harlem Link has met this measure in each of the past three years. Its performance improved by four percentage points between 2016-17 and 2017-18.

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	88.1	42	88	44	91.7	36
8						
All	88.1	42	88	44	91.7	36

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

The school met this measure, exceeding CSD 3 by 2 percentage points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year 17-18		All District Students ¹⁰ 16-17	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91.7	36	90	1267

¹⁰ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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8				
All	91.7	36	90	1267

ADDITIONAL EVIDENCE

Comparing the results of Harlem Link to the district's within the same year's state science test administration, Harlem Link met the performance of CSD 3 in 2016-17 and fell just short in 2015-16, trailing high-performing CSD 3 by just two percentage points.

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	88.1	90	88	88.1	91.7	N/A
8						
All	88.1	90	88	88.1	91.7	N/A

SUMMARY OF THE SCIENCE GOAL

Harlem Link met both science goals.

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

Given the strong performance in science, Harlem Link will continue the current program in 2018-19, with no significant changes planned for curriculum or instruction.

GOAL 4: ESSA

Goal 4: ESSA

The school will make 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.

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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

Harlem Link has met this measure; the school is in good standing in 2017-18.

ADDITIONAL EVIDENCE

During the last three years, Harlem Link has maintained good standing

Accountability Status by Year

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