

**Elmwood Village Charter School
Days Park**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 11, 2018

By: Danielle Bruno

40 Days Park
Buffalo, NY 14201

716-886-4581



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Danielle Bruno, Director prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Liz Santacrose	Chair
Jen Bernacki Smith	Vice Chair
Pamela Pollock	Secretary
Matthew Moscati	Treasurer
Mimi Barnes-Coppola	Trustee
Marguerite Battaglia	Trustee
Lacole Brumfield	Parent Representative Trustee, Hertel
Kathy Franklin Adams	Trustee
Evelyn Kerney	Trustee
Matthew Ryan	Trustee
Jamie Smith	Parent Representative Trustee, Days Park

Danielle Bruno has served as the Director since 2016.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Key Design Elements:

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	50	50	50	50	25	25	25	25	25	-	-	-	-	325
2014-15	50	50	50	50	50	25	25	25	25	-	-	-	-	350
2015-16	50	50	50	50	50	50	25	25	25	-	-	-	-	375
2016-17	50	50	50	50	50	50	50	25	25	-	-	-	-	400
2017-18	50	50	50	50	50	50	50	50	25	-	-	-	-	425

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

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

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students who are not yet fluent readers (typically grades K-2), the focus is on guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students'

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

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

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

Writing Workshop – K-6

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

Assessment

In addition to the NYS Assessment, students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 1-8) three times per year. In addition, students in grades K-3 are given the Fountas & Pinnell Benchmark Assessments 3 times per year to determine reading levels. Students at all grade levels also take 4 ELA interim assessments per year, the results of which are used to drive instruction.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades 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 ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	48				4	52
4	50				2	52
5	50				1	51
6	48				1	49
7	43				1	44
8	23					23
All	262				9	271

RESULTS AND EVALUATION

EVCS DP did not meet the measure for all grade levels, although it came close in all but 5th and 7th grades.

Between the 4th and 5th grade, and continuing at a slower pace through the 8th grade, EVCS loses many of its highest testing students to City Honors and Olmsted (criterion district schools that continue through high school). EVCS then brings in new students who are often enter at lower levels of proficiency and often have learning and behavioral issues which often disrupt academic instruction for all students. These new students must be diligently integrated into the classroom communities and the practice of norms and expectations in the classrooms are at the forefront. Because of EVCS's commitment to keeping students in the classroom as much as possible, the academic instruction for all students can sometimes suffer. After this year of adjustment and integration, the academic proficiency of all students goes up throughout the remainder of middle school, and EVCS maintains a culture of rigor for all students.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

When the administrative team examined the 7th grade scores, it observed that it had lost 9 students to criterion schools, 7 of whom were proficient and replace them with 2 students who were proficient, for a net loss of 5 proficient students. EVCS DP had 12 new students come to EVCS in Grade 5. Another 5 joined in Grade 6 (but one joined in May, after testing was over), and 4 more in Grade 7.

EVCS has a relatively small cohort size of about 50 students (as of the 18-19 school year) and therefore the performance of a relatively small number of students can skew performance numbers for the entire grade-level.

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	64.6	48	64.6	48
4	60	50	60	50
5	36	50	40	45
6	71.7	48	71.3	44
7	30.8	43	30	40
8	65.2	23	68.2	22
All	55.22	262	55.68	249

ADDITIONAL EVIDENCE

EVCS DP has generally maintained strong State testing results in 3rd and 4th grades but at 5th grade on, when a good number of higher-performing students left for criterion schools, EVCS struggled with improving academic scores toward proficiency levels. As EVCS DP's middle school has grown to capacity in the past three years, the Instructional team made a concerted effort to bolster both the socio-emotional programs, student supports, and programmatic supplements. EVCS believes that students do better academically when they feel supported, understood, and feel they have real agency.

EVCS added Leveled Literacy Intervention (LLI) to supplement the Wonders Program for struggling readers, and has begun utilizing veteran teachers to be instructional coaches in teaching writing strategies, as well as overall best practices in the classroom.

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	52	50	64	50	64.6	48
4	67	51	53	51	60	50

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

5	39	40	24.3	37	40	45
6	50	24	41	44	71.3	44
7	50	18	52	23	30	40
8	21	20	55.5	18	68.2	22
All		203		223		249

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

The state has not yet completed the Measure of Interim Progress (MIP) and therefore it wasn't available at the time the report was completed.

English Language Arts 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{ccccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & + & (.5) * [?] & = & [?] \\
 & & & & & & & & \text{PI} & & [?]
 \end{array}$$

Goal 1: Comparative Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

EVCS Days Park did meet Comparative Measure 1 and exceeded the aggregate Buffalo Public School District at every grade level. The range was 12% higher than the BSD in 7th grade ELA to 46.3% higher than the BSD in 6th grade ELA, as shown in the chart below.

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	64.6	48	32	2435
4	60	50	23	2314
5	40	45	16	2192
6	71.3	44	25	1956
7	30	40	18	1943
8	68.2	22	25	1952
All		249	23	12792

ADDITIONAL EVIDENCE

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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	52	20	64	18	64.6	32
4	67	16	53	18	60	23
5	39	15	24.3	15	40	16
6	50	15	41	15	71.3	25
7	50	14	52	20	30	18
8	21	18	55.5	20	68.2	25
All						

Goal 1: Comparative Measure

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

METHOD

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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	55.8	50	64	44.0	20.0	1.27
4	50	51	53	43.9	9.1	0.57
5	56	47	23	35.9	-12.9	-0.88
6	70.6	49	39	25.9	13.1	0.83
7	60.9	23	52	39.0	13.0	0.74
8	47.4	18	56	47.9	8.1	0.50
All	57.5	238	46.6	38.5	8.2	0.50

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-8	48.9	149	47.4		
2015-16	K-8	53	215	46.9		
2016-17	K-8	52	238	46.6	38.5	0.50

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVCS DP met or exceeded the ELA mean growth percentile in each grade level, except 5th grade. As explained in other sections of this accountability report, 5th grade is the year that EVCS loses some of its highest testing students to criterion 5-12 schools in Buffalo, and brings in lower testing students. Overall EVCD DP exceeded the target MGP in the 16-17 year.

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

Grade	Mean Growth Percentile	
	School	Target
4	54	50.0
5	45	50.0
6	62	50.0
7	52	50.0
8	50	50.0
All	<u>53</u>	50.0

ADDITIONAL EVIDENCE

EVCS DP exceeded the target MGP in 2014-2015 and 2016-2017, but missed the target MGP by 1 in 2015-2016. Oftentimes with a smaller cohort (as with the 8th grade cohort of 21 students in 2015-2016) a few students can significantly skew the overall proficiency score.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	58	58	54	50.0
5	42	39	45	50.0
6	49	51	62	50.0
7	52	50	52	50.0
8	57	42	50	50.0
All	52	49	53	50.0

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Optional Measure
N/A
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EVCS Days Park met comparative ELA goals, but fell short of the 75% proficiency goal for all students in grades 3-8. The achievement gaps was widest in 5th and 7th grades, as explained above.

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.	Data not available
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.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

EVCS has implemented a teacher coaching program to work with teachers on teaching writing, as well as overall best practices in the classroom (depending on the individual needs of the teachers).

EVCS has also supplemented the Wonders program with LLI literacy intervention system to enhance comprehension and understanding for students who are struggling readers.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVCS has also provided enhanced student supports, as well as social and emotional supports. EVCS believes that most students have to feel a sense of belonging and agency before their learning can be optimized.

Student Supports:

SST meetings – EVCS began having formalized, weekly student success team (SST) meetings with pertinent stakeholders in the 2016-2017 school year. Students are identified by instructional staff for referral to the SST and the team shares updates in their weekly meetings with the end-result being graduated out of the purview of the SST.

Wellness Room – EVCS implemented a wellness room where students who are being disruptive or otherwise unengaged can go for a “reset” and some strategies for returning to the classroom in a positive capacity. EVCS is still working on maximizing the use of the room in collaboration with teachers and the student support team members.

Mental Health Counselor/School Counselor – EVCS DP hired its own Mental Health Counselor and school counselor, whereas previously the MH Counselor had been contracted. The School Counselor works with students in groups, and helps teachers in implementing the 2nd Step Curriculum to supplement SEL instruction at all grade levels. These counselors are included in student support team meetings, allowing more coordination of these services in student success.

Behavioral Intervention Specialist – In its first year, EVCS Hertel created the position of Behavioral Intervention Coach to help EVCS Hertel teachers to address many of the behaviors of the 150 new students in grades K-2. EVCS decided to create a shared position of Behavior Intervention Specialist between Hertel and Days Park for 2018-2019 to work with teachers on plans and strategies to help students be successful in their classrooms.

Programmatic Supports:

Development of Instructional Coaches – EVCS DP began the process of developing instructional coaches by identifying two members of the Days Park teaching staff to develop. The selection of these teachers was based on their excellent test and growth scores, their subject knowledge, self-reflective teaching style, as well as their expressed interest in the opportunity. In the 2018-2019 year they remain in the classroom, while spending part of their time on working with other teaching staff on best practices, teaching writing, and other pedagogical skills.

Supplemental tools for struggling readers – The Director of Curriculum and Instruction began supplementing the core ELA curriculum with the Leveled Literacy Intervention (LLI) program in the 2017-2018 school year.

Social Emotional Tools:

EVCS has always used the **Responsive Classroom** program for classroom management on a building-wide level. Responsive Classroom was originally primarily a K-6 program, so EVCS used a complementary program for middle school, called Developmental Designs. As middle school instructional staff was added, and two long-time middle school teachers were replaced, the core knowledge of the middle school became diluted. A subtle but distinct division also evolved between the K-6 instructional staff and the middle school staff, which deepened the divide between the elementary and middle school communities. In the past few years Responsive Classroom has

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

developed a middle school component. The entire middle school team participated in an onsite institute presented by the Center for Responsive Schools this past summer (2018).

Advisory – EVCS also implemented an advisory curriculum in 2015-2016 to help middle schoolers develop their emotional literacy, as well as deepen their interpersonal relationships.

Second Step – EVCS began using the Second Step curriculum when we brought on a school counsellor in the 17-18 school year. Second Step is a supplemental SEL curriculum that can deepen student learning and help bridges between school and families.

Crews – EVCS implemented a crew model in the 18-19 school year to build closer relationships among middle school students' advisory groups.

Community Service & Pathways Projects – EVCS has worked to strengthen the school-wide commitment to community service projects, increasing the students' engagement with the Buffalo community, and increasing their awareness of how they can improve the lives of Buffalo residents. EVCS has also worked to formalize the culture of grade-level readings and projects. EVCS has been developing an EVCS cannon of readings that students can look forward to reading when they enter a particular grade. They also are developing pathways projects that they can work on as individuals, rather than in groups, and are shown to build both higher order thinking, and help students learn each other's strengths and interests while building presentation skills. One example in the 6th grade is a Shark Tank inspired project where students develop and then pitch their inventions to help make the world better.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

EVCS DP did not have any significant changes to the mathematics program prior to or during the 2017-2018 school year. EVCS utilizes Everyday Mathematics as its core curricular program. EVCS DP had a staff change in the middle school math position in 2017-2018, and added a middle school math teacher for the 7th and 8th grade in the 2018-2019 school year to allow for increased opportunities for advanced mathematics study. In 2017-2018 ten 8th grade students took and passed the CC Algebra Regents exam, with an average proficiency score of 4.125.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th 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	48				4	52
4	49				3	52
5	51					51
6	49					49
7	42				2	44
8	22				1	23
All	261				10	271

RESULTS AND EVALUATION

EVCS DP did not meet the absolute goal of 75% of students in grades 3-8 meeting proficiency on the State mathematics exam. The largest gaps between the 75% and tested proficiency appear in the 5th and 7th grade cohorts. As explained in the ELA section of this progress report, EVCS loses many of its highest testing students to City Honors and Olmsted (criterion district schools that continue through high school) between the 4th and 5th grade, and continuing at a slower pace through the 8th grade. EVCS then brings in new students who are often enter at lower levels of proficiency and often have learning and behavioral issues which often disrupt academic instruction for all students. These new students must be diligently integrated into the classroom communities and the practice of norms and expectations in the classrooms are at the forefront. Because of EVCS's commitment to keeping students in the classroom as much as possible, the academic instruction for all students can sometimes suffer. After this year of adjustment and integration, the academic proficiency of all students goes up throughout the remainder of middle school, and EVCS maintains a culture of rigor for all students.

When the administrative team examined the 7th grade scores, it observed that it had lost 9 students to criterion schools, 7 of whom were proficient and replace them with 2 students who were proficient, for a net loss of 5 proficient students. EVCS DP had 12 new students come to EVCS in

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade 5. Another 5 joined in Grade 6 (but one joined in May, after testing was over), and 4 more in Grade 7.

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	64.6	48	64.6	48
4	59.2	49	60	48
5	45.1	51	47.8	46
6	55.1	49	55.3	47
7	47.6	42	47.5	40
8	59.1	22	59.1	22
All		261		251

ADDITIONAL EVIDENCE

EVCS has made some strides in strengthening its middle school math program. As the percentage of students who are economically disadvantaged has slowly grown through the years, more attention has been paid to increasing opportunities for higher-level math to students who show the promise and work ethic, rather than through testing cutoffs. In the 2017-2018 year, EVCS had ten 8th graders pass the CC Algebra Regents with an average performance level of 4.125.

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	50	50	65	49	64.6	48
4	75	51	51	51	60	48
5	52.7	36	32.4	37	47.8	46
6	58.3	24	58	43	55.3	47
7	39	18	61	23	47.5	40
8	20	20	50	18	59.1	22
All		199		221	55.71	251

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The state has not yet completed the Measure of Interim Progress (MIP) and therefore it wasn't available at the time the report was completed.

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
	[?]	[?]	[?]	[?]

$$\begin{array}{cccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & & & [?] & & & & [?] \\
 & & & & & & [?] & & & & [?] \\
 & & & & & & & + & & & [?] \\
 & & & & & & & + & & & [?] \\
 & & & & & & & + & & & [?] \\
 & & & & & & & & (.5)*[?] & = & [?] \\
 & & & & & & & & \text{PI} & = & [?]
 \end{array}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

EVCS DP met the goal by outperforming students in the Buffalo Public School District as tested by the NY State mathematics test at each grade level. The range of outperformance ranges from 28.5% higher in 5th grade mathematics, to 45.1% higher in 8th grade mathematics.

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	64.6	48	31	2501
4	60	48	20	2389
5	47.8	46	18	2176
6	55.3	47	22	1978
7	47.5	40	19	1880
8	59.1	22	14	1882
All	55.71	251		12806

ADDITIONAL EVIDENCE

EVCS DP has always scored well above its district of residence in mathematics State test scores, as shown in the table below.

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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	50	20	65	18	64.6	31
4	75	16	51	18	60	20
5	52.7	15	32.4	15	47.8	18
6	58.3	15	58	15	55.3	22
7	39	14	61	20	47.5	19
8	20	18	50	20	59.1	14
All						

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

EVCS shows an overall strong positive effect size, except in 5th grade. As explained in other sections of this progress report, EVCS loses a significant number of higher-testing students between 4th and 5th grades to criterion schools (like Olmsted and City Honors) that have high schools.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	55.8	49	65	49.6	15.4	0.91
4	55.0	51	51	46.7	4.3	0.27
5	56.0	47	34	43.7	-9.7	-0.57
6	70.6	47	57	32.0	25.0	1.30
7	60.9	23	61	33.9	27.1	1.60
8	47.4	18	50	19.8	30.2	1.88
All	57.4	235	52.6	40.4	12.2	.69
School's Overall Comparative Performance:						
Higher than expected to a meaningful degree						

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-8	48.9	149	50.2		
2015-16	K-8	53	215	50.4		
2016-17	K-8	52	238	52.7	40.4	.69

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 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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVCS DP met the goal for the overall K-8 MGP scores, but did not meet the goal in the 4th and 5th grade MGP scores. EVCS loses a significant number of higher-testing students between 4th and 5th grades, while bringing in students who generally test at a lower level of proficiency. In the 4th grade, there was a teacher who, while experienced, was new to Everyday Mathematics and posted lower growth scores. EVCS DP instructional leadership gave the teacher additional development and support in connection with the math program during the following school year.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45	50.0
5	42	50.0
6	64	50.0
7	71	50.0
8	78	50.0
All	56	50.0

ADDITIONAL EVIDENCE

EVCS DP generally met or exceeded the MGP goal in each year and each grade level except 5th grade, for reasons explained throughout this progress report. The overall school score is consistently above the target goal for each school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	68	62	45	50.0
5	47	40	42	50.0
6	59	61	64	50.0
7	55	63	71	50.0
8	52	50	78	50.0
All	58	54	56	50.0

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Optional Measure
N/A
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Data not available
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.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

EVCS has added an additional middle school math teacher in the 2018-2019 school year to allow for opportunities to study advanced mathematics. EVCS began enrolling more 8th grade students into CC Algebra in the 2017-2018 school year, with a new model of increasing opportunities to students who show promise and the effort required for the higher-level math class work. If the students to

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

not put forth the effort, or are not able to keep up with the advanced material, they are returned to the grade level math instruction. EVCS instructional leadership team uses data to target professional development and support for teachers who show below-expected growth scores.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

EVCS is working towards building a science program that is fully aligned with the new P-12 Science Learning Standards. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. We are currently using the National Geographic Science program. National Geographic Science builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

6th-8th Grade Science

Science instruction in sixth grade and up consists of spiral curriculum, where students learn a portion of life science, physical science, and earth science at each grade level. The Glencoe Science, New York edition is used as a resource, but units are teacher-created and draw on materials from many different sources. Content and skills are aligned closely with New York State Science Standards and Common Core ELA Standards. The Middle School team at EVCS works collaboratively to plan a cross-curricular approach to reading and writing in content areas, such as Science. These strategies allow students to fully grasp vocabulary rich science content. Sixth grade students each have a lab section built into their schedule, in addition to their regularly scheduled science class. During lab, students are engaged in activities that require them to utilize the scientific method to answer scientific questions based on the current topic of study. Additionally, science instruction incorporates a variety of activities to analyze each topic of study on a deeper level. Students engage in lab activities, hands-on simulations, virtual labs, and role playing or modeling activities. Students often work in partners and groups during classroom activities. Movement and peer

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

interaction are an essential component of the science classroom and these activities fulfill a crucial need for students at this age.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 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

EVCS met the measure in both 4th and 8th grades. Performance was well above goal in 4th grade, but closer to 75% in 8th grade. The cohort size in 8th grade was smaller, making any students that were not proficient have a larger effect on overall proficiency for the grade level.

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
4	90	51		
8	80	20		
All		71		

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

This year's science assessment performance was similar to past years' performance. Now that the cohort size for 8th grade is closer to 50, it is anticipated that overall performance level will either stay the same or rise because the performance of a few students will have a more muted effect on the overall grade level proficiency.

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	98	47	96	50	90	51
8	75	15	90	20	80	20
All		62		70		71

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

We were not able to access Buffalo Public School District proficiency numbers for 2017-2018 as they are not yet available on the NYSED Data site.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90	51		
8	80	20		
All				

ADDITIONAL EVIDENCE

EVCS consistently outperforms the Buffalo Public School District by a good percentage, especially at the 8th grade level.

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	98	66	96	64	90	
8	75	37	90	32	80	
All						

Goal 5: Optional Measure

N/A

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

ACTION PLAN

EVCS began offering Living Environments to its 8th graders in the 2018-2019 school year to allow students to achieve high school credits. EVCS will continue to develop and implement its science curriculum in alignment with the new P-12 Science Learning Standards.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

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

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Accountability Status by Year

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

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

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

METHOD

EVCS has been collecting family responses since its inception and this year sent the Survey Monkey link to all families in both schools. The survey includes: academic excellence; subject areas; school resources; life skills and preparation; behavior; school community; and additional comments. Each section allows for comments. The survey is open for about three weeks, with periodic reminders to families to complete the survey sent out via email and text message. Computers were available in the offices for families who didn't have access to computers at home. The survey results are examined by the Schools' administrative team and the overall results are presented to the Board of Trustees.

EVCS assumes that each respondent is a family, since parents are allowed to identify multiple grade levels for their children enrolled in the schools, rather than requiring parents to fill out a separate survey for each child. Comments are allowed in each section of the survey to gather additional, unanticipated viewpoints.

RESULTS

Parents continue to be very satisfied with the academics and school environment of EVCS Days Park. Some typical comments from the 2017-2018 survey were:

- Great school and great teachers

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- We couldn't be happier with EVCS; the teachers and staff are wonderful, and they are all dedicated to providing a nurturing environment for the children to grow academically and socially.
- I am so impressed by the support of the staff, the genuine concern and effort behind finding ways to help guide our children towards what they need as individuals and members of the community. Just an incredible faculty that I trust completely. Thank you for all that you do!

Other comments were directed at specific subject offerings or programs. EVCS administration carefully considers family feedback in making decisions about programming and activities.

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
138	138	~46%

2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	97.6%
Our school's academic program is of high quality.	98.4%
My child has access to a variety of resources to help him/her learn.	97.6%
Our school provides students and teachers with a safe and orderly environment.	96.7%
There are sufficient opportunities to participate in family events.	98.4%

EVALUATION

EVCS met the measure and has done so since its inception.

Goal S: Absolute Measure

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

METHOD

Student retention rates are tracked by the School's registrar, and through the Student Management System.

RESULTS

2017-18 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
375	21	337	95%

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

EVCS DP exceeded the target by 5 percentage points.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	
2016-17	95%
2017-18	95%

Goal S: Absolute Measure

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

METHOD

EVCS DP tracks attendance through its Student Management System, PowerSchool. Attendance is taken in the classroom each day, with late arrivals tracked in the main office.

RESULTS

EVCS DP's annual attendance rate was below the target daily attendance rate of 95%. EVCS began using text and phone alerts when students were marked tardy or absent beginning in the 2017-2018 school year. This did seem to help reduce tardiness but not absences. EVCS implemented an attendance report system through PowerSchool to better track and follow up with families of students with chronic absenteeism.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	92.04%
2	93.79%
3	93.89%
4	91.60%
5	93.25%
6	92.54%
7	91.59%
8	92.02%
Overall	92.54%

EVALUATION

EVCS DP was close to the 95% attendance rate in 2015-2016 and met the 95% attendance rate in 2016-2017. EVCS was below the target rate of 95% in the 2017-2018 school year and has implemented measures to reach out to families when students meet a threshold of absences.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94%
2016-17	95%
2017-18	92.54%

APPENDIX B: SUPPLEMENTARY TABLES

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

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2017-18, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

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

2017-18 English Language Arts Performance
by Grade Level and Years Attending the School

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

Comparative Measure

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

2017-18 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

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

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16									
2016-17									
2017-18									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2016-17 and 2017-18. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

RESULTS

Cohort Growth on [XXX] Test from Spring 2017 to Spring 2018

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2016-17	Target	2017-18	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

ADDITIONAL EVIDENCE

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2015-16	
2016-17	
2017-18	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2014-15	[?/?]		
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2017-18 Science Performance by Grade Level and Years Attending the School

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