



Drema Brown, CACPCS Head of School prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michelle DeLong	Board Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Governance and Finance Committees
Beth Leventhal	Board Vice Chair, Member of Learning, Achievement & Evaluation Committee, Member of the Finance and Governance Committees
Nina Bershadker	Board Treasurer, Chair of the Finance Committee
Jane Goldman	Board Secretary, Chair of the Learning, Achievement & Evaluation Committee
Abe Fernandez	Chair of the Governance Committee, Member of the Learning, Achievement & Evaluation Committee
Delois Coleman	Parent Trustee

Drema Brown has served as the **Head of School** since **July, 2018**.

The Children's Aid College Prep Charter School is a Children's Aid community school that prepares its students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

In 2011, Children's Aid College Prep Charter School (CACPCS) was authorized by the State University of New York (SUNY) Board of Trustees as a K-5 charter school located in CSD 12 in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, Children's Aid (formerly known as The Children's Aid Society). CACPCS is a Children's Aid community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub. The 2016-17 school year was the final year of CACPCS's first charter term. In December 2016, the SUNY Trustees granted CACPCS a full five-year renewal of its charter with approval to grow to serve the middle school grades. CACPCS has just begun the second year of its second charter term.

CACPCS provides students with a rigorous core instructional program supported by expanded learning opportunities and a comprehensive set of student support services. The integration of each of these elements is at the core of our whole-child approach. This approach is operationalized through a focus on the following key design elements:

Instructional rigor and a robust academic program characterized by:

- Curriculum aligned with the Common Core State Standards
- An extended school day and extended school year

Expanded learning opportunities that include:

- Quality after school programming (4-6 pm) through Children's Aid
- Connection to quality summer programming through Children's Aid and other community-based partners
- Thoughtful integration of school day and after school goals evident in youth development and project-based learning experiences through the arts, fitness and nutrition, and STEM and literacy enrichment

Frequent and purposeful assessment characterized by:

- Academic and co-academic measures to guide the work of all school staff
- Consistent references to student action plans

Talented and committed professional staff and administrators supported by:

- An educational model grounded in the Thoughtful Classroom school improvement model
- Effective coaching and professional development strategies grounded in the Thoughtful Classroom Teacher Effectiveness Framework

Comprehensive support services which include:

- The efforts of a Community School Director and a team of Life Coaches who identify student strengths and needs along four domains (i.e. the academic, social and emotional, health and family) to coordinate and deliver a strategic set of student support programs and services
- A full range of health, mental health and social services

- Continuous support and outreach to provide families with the resources and supports needed to ensure student success.

As a school designed with the community in mind, CACPCS employs a recruitment process to ensure that the children who need a school like CACPCS the most can attend. The school's lottery offers additional preferences to special populations of children including those who are living below the state's self-sufficiency standard, English language learners and child welfare-involved youth. According to our enrollment data for the 2017-18 school year, 21.1% of the student population were Students with Disabilities (SWDs), 12.9% were English Language Learners and 85.7% received Free or Reduced Priced Lunch. The overwhelming majority of CACPCS's student population is Black (39%) or Hispanic/Latino (39%). It is also important to note that during the 2017-18 school year, CACPCS relocated grades K and 1 from a temporary facility approximately two miles away from its original location at 1919 Prospect Ave. to our new permanent home at 1232 Southern Blvd. Additionally, grades 2-4 were moved from 1919 Prospect Ave. to their permanent home at 1232 Southern Blvd. leaving grades 5 and 6 at the Prospect Blvd location. While it remains to be seen exactly what impact the move from temporary to permanent space may have overall on enrollment and student demographics, it was a noteworthy event during the 2017-18 school year and certainly had some immediate effects on student enrollment, attendance and school culture.

Table 1. 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	72	64	70											206
2014-15	69	70	72	69										280
2015-16	26	69	67	72	70									304
2016-17	70	72	71	70	73	72								428
2017-18	69	74	71	68	72	73	71							498

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Children's Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

Our ELA curriculum is aligned with the Common Core State Standards (CCSS). Rather than rely solely on CCSS-aligned commercial ELA curricula, our teachers engaged deeply in all aspects of the curriculum development process by collaborating with one another under the supervision of the Principal and Academic Deans to create units of study and daily learning plans. Teachers worked together with CACPCS instructional leadership using the Backward Design process to create standards-based units that

promoted deeper learning. Curricular and instructional resources, such as the EngageNY ELA modules, Wilsons *Foundations* and F&P leveled books, were used to support the implementation of the curriculum in the classroom. CACPCS's co-teaching model (ICT, two general education teachers, one general education/one ESL Teacher) created more opportunities for differentiation of instruction.

Teachers monitored student progress through daily, bi-weekly and interim assessments including the Developmental Reading Assessment 2+, Fountas and Pinnell Running Records, "on demand" writing prompts, Elementary Spelling Inventory, Ready NY CCLS Practice Tests in Reading, Rally NY ELA Rehearsal and Unit Assessments. Teachers, in consultation with the Principal and Academic Deans as well as their colleagues, used this assessment data to adjust instruction and provide students with strategic interventions as needed.

To ensure the effectiveness of ELA curriculum and instruction, we allotted specific time for professional development and Professional Learning Communities (PLCs). In addition to 10 days of staff orientation during the summer, professional development occurred daily throughout the school year. The Principal and Academic Deans provided teachers with daily coaching and mentoring through observations and feedback sessions and weekly grade level and department team meetings. Importantly, PLCs promoted collaboration among teachers and enabled them to learn and grow from each other

CACPCS continued implementation of Wilson's *Foundations* as its overall K-3 phonics program recognizing the need for all our students to be secure in phonics and phonemic awareness by Grade 3 as the research shows that students continue to struggle with reading and writing in Grade 4 and after if this goal is not met. We also combined English and Social Studies in a Humanities block for all Grades, K through 6th based on the success we experienced in 2015-16 when we piloted this approach in Grade 4. This interdisciplinary approach created the opportunity for the following positive student effects: (1) increased opportunities for students to have to extract information from nonfiction texts; (2) increased opportunities for students to write using different genres; and (3) increased opportunities for teachers to help students make real world connections thus increasing student engagement. CACPCS also increased opportunities for designated independent reading time during the school day.

Teachers were provided with support this year in data analysis and subsequent action planning. The Principal and Academic Deans coached and provided teachers feedback with an eye towards building teacher capacity to collaboratively unpack standards through the Understanding by Design backwards design process and used of the Thoughtful Classroom Episodes of Learning to implement selected schoolwide instructional tools that supported strategic teaching. We deployed intervention staff more strategically this year to work with students who were struggling. This included assigning a designated Reading Interventionist to push-in and co-teach at points during the day to focus on Students with Disabilities and other students who were struggling throughout the school.

As mentioned earlier, this past year CACPCS continued taking a departmentalized approach to instruction in all grades. Given the large number of novice teachers at CACPCS, departmentalization allowed teachers to focus on planning in one subject area which was typically their area of expertise and interest. As such, core content was taught by the teacher best-suited for that subject, and more importantly, a teacher who was passionate about the subject.

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 grades 3 through 6 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).

Table 2. 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	68	0	0	1	1	68
4	72	0	0	0	0	72
5	73	0	0	0	0	73
6	71	0	0	0	0	71
7	-					-
8	-					-
All	284					284

RESULTS AND EVALUATION

CACPCS did not reach the goal of 75% of students who were enrolled in at least their second year achieving proficiency, falling short by 29 percentage points. While CACPCS does backfill in all grades to ensure it is continuing to provide access to those families who may want a school option like CACPCS, those students who have been with us longer are not achieving proficiency at the expected rate. CACPCS fell short of this goal at every grade level including those grades with fewer new students like Grades 5 and 6 in which only 26% and 33% of students with us at least two years met or exceeded proficiency even though only one or two of the tested students in those grades had been with us less than 2 years. Similarly, the 4th grade which had the strongest overall performance in ELA also had more new students than Grades 3, 5 or 6 demonstrating our capacity to provide stronger literacy instruction when the necessary supports are in place for students and teachers.

The performance of the 3rd grade points to continued weaknesses in our early literacy program and the lack of progress of our SWDs and English Language Learners at all grade levels, points to the need to re-evaluate our overall intervention strategy, the staff assigned to providing interventions, their training and the effectiveness of the intervention programs being used. Additionally, the performance of our

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.

middle schoolers, most of whom have been with us for some time, indicates a need to re-assess our overall approach to middle school literacy including the need to focus on ensuring the middle school curriculum is rigorous and engaging while providing opportunities for additional enrichment, re-teaching (when needed), small group instruction, and more purposeful student goal-setting as we engage our middle schoolers in taking on more meaningful roles in their own literacy progress in school while the adults are simultaneously focusing on developing their instructional practices. Finally, across the grades, a focus on developing teachers' capacity to effectively differentiate instruction will also be important moving forward.

Table 3. 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	38%	68	39%	62
4	63%	72	41%	66
5	36%	73	26%	72
6	49%	71	33%	69
7	-	-	-	-
8	-	-	-	-
All	46%	284	46%	269

ADDITIONAL EVIDENCE

While CACPCS had not achieved this goal in either 2015-16 or 2016-17, this past year represented a sharp downturn.

Contextually, CACPCS experienced some significant growing pains as we embarked upon some exciting new changes in 2017-18. At the beginning of the 2017-18 school year as we launched the middle school, CACPCS had to manage a complicated move into a new space after the start of the school year while experiencing significant teacher turnover in grades 3, 4 and across the middle school. While the Board, the staff, the Principal and other leadership team members at both locations made every effort to respond thoughtfully to the evolving challenges at the start of the school year, it became evident that the Principal and other members of the staff were spread too thin as they were required to supervise two teams in two different physical locations approximately 1.5 miles apart.

As a result, around December the Board began working on a restructuring plan with the Principal that would alleviate the strain on the Principal's attention and provide more on-site support for the staff at both the elementary and middle school locations by creating a middle school Principal position and a Head of School position. This would provide both principals the benefit of an additional layer of administrative support (relieving them of some of those responsibilities) while allowing them more time to provide their teams the level of support that a dedicated principal at both school locations could afford to provide.

While structural and operational issues certainly impacted instruction across all grades, it also became clear that the school had reached critical mass in relation to the number of new or novice teachers who had come on board. Like many charter schools in NYC, CACPCS has been impacted back the shortage of

certified teachers. Our newer teachers required a great deal of coaching and support in all areas this past year including the need for additional support with classroom management, curriculum development, lesson delivery, and assessing student learning.

By the Spring, the Vice President of the School Age Division had stepped off the Board and began transitioning into the Head of School role. This immediately allowed the sitting Principal, Ms. Vier, to further focus her attention on the elementary school, while the middle school team received support from the Vice President of the School Age Division and future Head of School on a more regular basis. Earlier in the school year, Principal Vier, began coaching the 3rd and 4th grade teams intensively to help stabilize those grades given the amount of turnover they had experienced. As a result, the 4th grade ELA results are the strongest results across any of the grades due to the Principal's ability to focus her time and attention on them, further validating the Board's decision to support a restructuring.

Table 4. 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	35%	66	33%	60	38%	62
4	78%	60	87%	70	62%	66
5	-	-	54%	72	36%	72
6	-	-	-	-	48%	69
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	57%	126	58%	202	46%	269

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 to 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 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 EVALUATION²

New York State's ESSA plan focuses on eliminating gaps in achievement. Beginning with 2017-18 school year results, New York State will use multiple measures to determine each school's impact on student learning including student academic achievement measures, academic growth measures and academic progress measures. **Student academic achievement** measures are based on each school's Performance Index (PI) and Composite Performance Index, both of which are absolute achievement measures on state assessments in English language arts (ELA), math and science. A school's PI focuses on the distribution of students across the performance level with a focus on how many students met or exceeded proficiency in a content area. **Academic growth measures** will be used to measure student growth on statewide assessments in ELA and Math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years. **Academic progress** for all schools will be determined by measuring student progress on state assessments in ELA and Math against long-term goals and measures of interim progress or MIPs.

NYSED has established a long-term goal for 2021-2022 of closing the achievement gap with the "end" goal of 200 by 20% on the ELA Performance Index. NYSED set State and school level goals for each school and each subgroup within schools. At the time this report was written and given the timing of the release of test results, CACPCS had not received its official goals, MIPs, etc. However, an unofficial set of goals and measures were provided during a training held by NYSED and have been used in this report.

NYSED has set a goal for schools to achieve a PI in ELA of 200 with the expectation that schools will reduce the gap between their current PI and 200 by 20% within the next 5 years. **CACPCS achieved a PI of 136.5 in ELA in 2017-18 for Grades 3-6.** This means that CACPCS would need to realize a PI improvement of 63.5 within five years – divided evenly this means CACPCS's PI would need to improve by at least 12.7 percentage points each year in ELA to achieve a PI of 200 by 2022. However, to remain on track to close the gap by 20% in five years, CACPCS's Measure of Interim Progress (MIP) is 2.54 per year. To meet this goal of closing the gap by 20% next year CACPCS needs to achieve a PI of 139.04 along the way to achieving a PI of 149.2 by 2022 to close the gap by 20% on the way to the end goal of 200.

Based on the information provided this summer, CACPCS is expected to close the gap between the end goal of 200 points and 93.8, a State baseline set on 2015-16 results and a school baseline of 151.5, a baseline set based 2015-16 results. Additionally, a 2016 State MIP of 98 and school MIP of 153.4 were provided as examples.

Since CACPCS achieved a PI of 136.5 in ELA in 2017-18 for Grades 3-6, based on the information provided by NYSED during the summer, CACPCS exceeded its State MIP of 98 but fell significantly short of its 2016-17 school MIP of 153.4. Given the differences between a MIP calculated based on a new baseline of performance at the school level set in 2017-18, it will be important for CACPCS to re-set performance to achieve a PI of no less than 139.04 in 2019 to be on track to close the gap by

² The data used for this section of the accountability progress report is based on unofficial estimated data provided by NYSED based on 2016-17 assessments and is being used here for the purposes of providing some directional information on CACPCS's progress during the 2017-18 school year. In providing this data, NYSED indicated that this data is not based on all business rules and does not reflect State goals, MIPs and baselines that are in the process of being updated. This data will not be used to identify CSI or TSI schools. Updated data will be provided to districts later this year.

20% by 2022. However, a more ambitious goal of re-setting achievement to previous performance levels would require CACPCS achieving a PI of 155.33 which would have been the anticipated ELA MIP for 2018-19 if CACPCS had achieved at previous levels. This more ambitious goal represents a 16.29 point improvement over 2017-18 performance in ELA.

Unlike in previous years, CACPCS had a significant number of students performing at Level 1 in ELA at each grade level and fewer performing at Level 4 than in prior years. These less than expected results are attributable to six major factors: (1) the organizational and structural issues described earlier in this report which diverted a significant amount of time and attention of the school leadership and staff from the curriculum planning and focused daily instruction needed to ensuring student learning; (2) lessons and curriculum materials that did not provide enough opportunities for differentiated instruction given the wide range of students we serve; (3) a lack of accessible, rigorous curriculum materials to support instruction and student learning; (4) less of a focus on independent reading to build on students' reading interests while improving reading stamina; (5) lack of focus on reading across the curriculum in the middle school grades; and (6) less strategic teacher professional development that was not fully aligned to our real time understanding of student and staff needs.

Table 5. 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
	19%	35%	27%	19%

$$\begin{array}{cccccccccc}
 \text{PI} & = & 35 & + & 27 & + & 19 & = & 81 \\
 & & & & 27 & + & 19 & = & 46 \\
 & & & & & + & 9.5 & = & 9.5 \\
 & & & & & & & = & 136.5
 \end{array}$$

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

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](#).

RESULTS AND EVALUATION

As per Table 6 below, CACPCS's aggregate performance on the Grade 3-6 2017-18 NYS ELA test for students in at least their second year at CACPCS was 46% proficient versus 47% for all of NYC and 23% for CSD 12. Broken down by grade level, CACPCS's proficiency rates for Grades 3, 4, 5 and 6 were 38%, 62%, 36% and 48%, respectively versus 51% (NYC) and 28%(CSD12), 49% (NYC) and 27% (CSD12), 38% (NYC) and 16% (CSD12), and 49% (NYC) and 21% (CSD12) for the respective grades in all of NYC and CSD12. CACPCS outperformed CSD12 in all grades but underperformed NYC in grades 3,5 and 6. CACPCS outperformed NYC in grade 4 ELA and underperformance compared to all of NYC in grades 5 and 6 was slight. Grade 3 ELA represents the greatest area of underperformance compared to all of NYC.

Table 6. 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	38%	62	51%	67,325
4	62%	66	49%	67,656
5	36%	72	38%	68,524
6	48%	69	49%	65,208
7	-	-		
8	-	-		
All	46%	269	47%	268,713

ADDITIONAL EVIDENCE

As outlined in Table 7 below, CACPCS's aggregate performance on the 2017-2018 NYS Grade 3-6 ELA assessments significantly exceeded the aggregate district performance for CSD 12 for these same testing grades. CACPCS outperformed CSD 12 by 23 percentage points. The percent of CACPCS Grade 5 and 6 students who scored at least a Level 3 was two times the percent of their Grade 5 and 6 CSD 12 peers who were proficient (16% versus 21%). The percent of Grade 4 students who scored at least a Level 3 was nearly 2.5 times the percent of their Grade 4 peers of whom 27% were proficient compared to 62% of CACPCS's Grade 4 students. Finally, the percent of CACPCS Grade 3 students was 10 percentage points higher than the proficiency rate of their Grade 3 peers in CSD 12.

ADDITIONAL EVIDENCE

As per Table 7 below, CACPCS continued to demonstrate significantly stronger performance than the local school district. In 2015-16, CACPCS's aggregate proficiency for Grades 3-4 was 38.3 percentage points higher than for the same grades in CSD 12 and in 2016-17, CACPCS's aggregate proficiency for Grades 3-5 was 41.9 percentage points higher than for the Grade 3-5 proficiency in CSD 12. In addition, at each grade level in each year, CACPCS student proficiency exceeded that of their CSD 12 counterparts.

Table 7. 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	34.8%	17.7%	33.3%	22.8%	38%	28%
4	78.3%	16.6%	87.1%	18.7%	62%	27%
5	-	-	55.9%	13.4%	36%	16%
6	-	-	-	-	48%	21%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All					46%	23%

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.⁵

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 EVALUATION⁴

Table 8 below outlines The Comparative Performance Analysis conducted by Grade Level based on the 2017-18 NYS ELA test results and using the 2016-17 Effects Calculator tool. The results indicate that CACPCS had an aggregate effect size of 1.13 which is higher than expected to a large degree. Broken down by individual grade, Grades 4 and 6 had the highest effect sizes 1.89 and 1.69 respectively. The lowest effect size was in Grade 3 at 0.32. Effect sizes in all grades in ELA were positive

⁴ Effect sizes calculated using the 2016-17 Effects Size Calculator tool provided by SUNY.

Table 8. 2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83%	68	38%	32.1%	+6.3	0.32
4	86%	72	63%	28.5%	+34.3	1.89
5	77%	73	36%	26.9%	+9.1	0.60
6	80%	71	49%	22.1%	+25.9	1.69
7						
8						
All	82%	284	46%	27%	+19	1.13

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

CACPCS continues to compare very favorably to demographically similar schools statewide. Year after year, CACPCS's effect size has been higher than expected to a large degree.

Table 9. English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	78.3%	68	49%	23%	1.81
2015-16	3-4	76.0%	136	54.5%	33.4%	1.23
2016-17	3-5	77%	216	60.5%	31.2%	1.79
2017-18	3-6	82%	284	46%	27%	1.13

Goal 1: Growth Measure⁵

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 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

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

RESULTS AND EVALUATION

As Table 10 below indicates, CACPCS did not meet this measure. CACPCS's overall unadjusted growth percentile was 40 falling just below the State median of the 50th percentile. Grade 4 exceeded the measure, but Grade 5 and 6 performance was well below the target of 50.

Table 10. 2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67	50.0
5	33	50.0
6	23	50.0
7		50.0
8		50.0
All	41	50.0

ADDITIONAL EVIDENCE

Table 11 shows CACPCS's performance in this area over time. In 2016-17 CACPCS exceeded this measure demonstrating the school's capacity to meet and exceed this measure.

Table 11. English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4		NR	80	50.0
5			48.5	50.0
6				50.0
7				50.0
8				50.0
All			64.25	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CACPCS met 2 of the 5 applicable goals as illustrated in the table below; however, the timing of 2017-18 test results required using tools and data that may not be most appropriate for most accurately evaluating CACPCS's performance. For example, the 2016-17 Effects Calculator was used to determine effect and an updated one was not available. Similarly, the baseline data and the MIP being used for this report may be updated by NYSED later this year. CACPCS has proven itself to be a high-quality alternative to CSD 12 traditional public schools posting proficiency rates significantly higher than the surrounding district as well as specific local schools that our students may have otherwise attended. Our students' ELA performance is higher than expected to a large degree based on the percentage of economically disadvantaged students we serve and the performance of other schools throughout NYS with the same grades and similar economically disadvantaged student demographics. Based on CACPCS performance on the 2017-18 NYS ELA tests from a comparative basis, we believe that our students are making significant progress towards our overarching goals for English language arts that our students become proficient readers and writers

of the English language. As we continue to strengthen our instructional program and build the instructional capacities of our teacher through timely job-embedded professional development including use of the Thoughtful Classroom approach and its Teacher Effectiveness Framework and deeper content area coaching for all teachers, we fully expect to ultimately achieve all our English language arts goals.

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 meet
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.	Did not meet
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 for CSD 12; did not meet for NYC
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.)	Did not meet

ACTION PLAN

CACPCS is confident that including the schoolwide instructional framework as a part of a more strategic and comprehensive professional development plan that the quality of instruction and instructional rigor in the classroom will improve. Using the Thoughtful Classroom's Teacher Effectiveness Framework, CACPCS's instructional leadership have identified school-wide instructional tools, many of which focus on building core literacy and thinking skills and have provided professional development to teachers in the implementation of these tools to deliver high quality instruction. This work has helped to build a consistent, strong definition for our instructional community of what constitutes quality instruction. Our instructional leaders will also receive additional support from Thoughtful Classroom coach in the accurate use of indicators and observations of student behaviors against clear rubrics to assess teacher effectiveness in each instructional dimension. Our Grade 4 results in ELA continue to bolster our confidence in how the Thoughtful Classroom framework will continue to strengthen instruction. However, it is also clear that the Thoughtful Classroom framework needs to be bolstered by deeper content area coaching, and more strategic lesson plans that feature teacher plans to provide small group instruction and other opportunities for differentiated instruction given how our SWDs and English Language Learners continue to show such little growth. Additionally, key staff will be retrained and coached in the range of literacy interventions being used to ensure they are being used with fidelity to ensure greater effectiveness. We can readily see in the 2017 NYS ELA scores the positive impact these shifts have had on student performance. New teachers will be provided with a more formal and structured mentoring experience to more intensively develop their skills. Finally, under the supervision of the Head of School, Principals and their instructional leadership teams will develop and implement comprehensive instructional improvement plans that first require an assessment of the practices in place and setting priorities for instructional improvements and staff professional development early in the year so that the work of the instructional leaders is strategic, thoughtful and vertically aligned.

To address the weaknesses we identified in our ELA instructional program, CACPCS has identified a range of next steps, including the following:

- The Board approved restructuring has been put into effect. The Head of School has begun providing additional support and supervision of the Principals. A Middle School Principal was hired, and the three leaders are working to provide closer supervision and more intensive support to all school staff.
- Hiring instructional staff was a priority heading into the 2018-19 school year. The issues we faced in recruiting and retaining Grade 3-6 staff last year had a negative impact on instruction in those grades and was manifested in the NYS test scores. We believe we have a stronger instructional staff in place this year.
- We are continuing to provide intensive professional development to staff on backward design, unpacking of standards, the writing process including the embedding of more writing opportunities in content areas, increased emphasis on self-assessment of writing by students.
- Given the identification of the need for better vertical alignment, this year there is more planning time allocated to all planning but vertical planning and cross-content planning as well.
- The Head of School, Principals, Academic Deans, and content area consultants will continue to provide more support to teachers in data analysis, lesson planning, lesson delivery and differentiating instruction and will meet regularly as a Curriculum Team dedicated to ensuring that our literacy instructional plan is coherent, and that implementation is having the desired impact on student learning.
- The Principals and Academic Deans will conduct an item analysis from the 2018 NYS ELA test and continue to adjust the curriculum based on the findings.
- Structured word study and vocabulary instruction in all grades.
- CACPCS is continuing its partnership with Wilson Language Training to support teachers in developing foundational reading skills in their K-2 students.
- Implementation of more robust independent reading programs at both the elementary and middle school levels supported by more high quality, high-interest literature made accessible to our students and more time during the instructional day for independent reading.

Additionally, our ELA program will focus more specifically on addressing the needs of specific groups of students using the following strategies.

English Language Learners:

- Additional visual supports
- Increased vocabulary instruction
- Print-rich focused environment

Students with Special Needs:

- Leverage co-teaching models and student grouping methods
- Implement assistive technology to support students with language difficulties

Scholars in need of academic additional support (e.g. new to school, may be in need of additional services, etc.)

- Ensure consistent implementation of tier 2 and tier 3 intervention in reading
- Ensure reading intervention programs are implemented with fidelity

Scholars already meeting grade level standards:

- Implementation of blended learning and centers

We will monitor our plan through the following:

- Weekly classroom observation and feedback
- Weekly review of lesson plans
- Leadership Team learning walks
- Unit Assessments
- Interim Assessments

GOAL 2: MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

Our Math curriculum was aligned with the Common Core State Standards (CCSS). To support our school-based curriculum, the Engage NY Modules were utilized as well as commercial resources including Go Math and Math in Focus. In addition, through a relationship with Thoughtful Classroom, CACPCS had access to additional math resources to supplement the curriculum. Teachers worked together with CACPCS instructional leadership using Backward Design to create standards-based units that promoted deeper learning. CACPCS's co-teaching model allowed for greater opportunities for instructional differentiation within whole group, small group or one-on-one instruction.

Teachers monitored student progress through daily, bi-weekly and interim assessments including the Ready NY CCLS Practice Tests in Math, Rally NY Math Rehearsal and Unit Assessments. Teachers, in consultation with the Principal and Academic Deans as well as their colleagues, used this assessment data to adjust instruction and provide students with interventions as needed.

To ensure the effectiveness of math curriculum and instruction, we allotted specific work times to professional development and Professional Learning Communities (PLCs). In addition to the 10-day pre-opening professional development, professional development was embedded daily during the school year. The Principal and Academic Deans provided teachers with ongoing coaching and mentoring through daily observations and feedback sessions and weekly grade level and department team meetings. Importantly, PLCs promoted collaboration among teachers and enable them to learn and grow from each other.

Teachers were provided more support this year in data analysis and subsequent action planning. Academic Deans provided frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards through the use of Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching. The Reading Interventionist work was not just limited to improving literacy skills in the context of ELA standards, but also addressed the impact literacy challenges have in student progress and achievement in math (particularly in problem-solving).

This past year, CACPCS continued a departmentalized approach to instruction in Grades 4 through 6 with subject-based teachers in Humanities, Math and Science. This approach was adopted to support

greater student achievement by having teachers focused on one subject, which is their area of expertise and interest. As such, core content is taught by the best teacher for that subject, and importantly, a teacher who is passionate about the subject.

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 6th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

Table 12 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.

Table 12. 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	67	0	0	2	0	68
4	71	0	0	1	0	72
5	72	0	0	1	0	73
6	71	0	0	0	0	71
7	-					
8	-					
All	281					284

RESULTS AND EVALUATION

CACPCS did not reach the goal of 75% of students who were enrolled in at least their second year achieving proficiency, falling short by 31 percentage points. While CACPCS does backfill in all grades to ensure it is continuing to provide access to those families who may want a school option like CACPCS, those students who have been with us longer are not achieving proficiency at the expected rate. CACPCS fell short of this goal at every grade level including those grades with fewer new students like Grades 5 and 6 in which only 27% and 33% of students with us at least two years met or exceeded proficiency even though only one or two of the tested students in those grades had been with us less than 2 years. Similarly, the 4th grade which had the strongest overall performance in ELA also had more new students than Grades 3, 5 or 6 demonstrating our capacity to provide stronger math instruction when the necessary supports are in place for students and teachers.

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.

The lack of progress of our SWDs and English Language Learners at all grade levels, points to the need to re-evaluate our overall intervention strategy, the staff assigned to providing interventions, their training and the effectiveness of the intervention programs being used. Additionally, the performance of our middle schoolers, most of whom have been with us for some time, indicates a need to re-assess our overall approach to middle school mathematics including the need to focus on ensuring the middle school curriculum is rigorous and engaging while providing opportunities for additional enrichment, re-teaching (when needed), small group instruction, and more purposeful student goal-setting as we engage our middle schoolers in taking on more meaningful roles in their own progress in school while the adults are simultaneously focusing on developing their instructional practices. Finally, across the grades, a focus on developing teachers' capacity to effectively differentiate instruction will also be important moving forward.

Table 13. 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	57%	67	57%	63
4	65%	71	62%	65
5	26%	72	27%	71
6	34%	71	33%	69
7	-			
8	-			
All	48%	281	44%	268

ADDITIONAL EVIDENCE

While CACPCS has not achieved this goal since 2015-16, this past year represented a sharp downturn.

Contextually, CACPCS experienced some significant growing pains as we embarked upon some exciting new changes in 2017-18. At the beginning of the 2017-18 school year as we launched the middle school, CACPCS had to manage a complicated move into a new space after the start of the school year while experiencing significant teacher turnover in grades 3, 4 and across the middle school. While the Board, the staff, the Principal and other leadership team members at both locations made every effort to respond thoughtfully to the evolving challenges at the start of the school year, it became evident that the Principal and other members of the staff were spread too thin as they were required to supervise two teams in two different physical locations approximately 1.5 miles apart.

As a result, around December the Board began working on a restructuring plan with the Principal that would alleviate the strain on the Principal's attention and provide more on-site support for the staff at both the elementary and middle school locations by creating a middle school Principal position and a Head of School position. This would provide both principals the benefit of an additional layer of administrative support (relieving them of some of those responsibilities) while allowing them more time to provide their teams the level of support that a dedicated principal at both school locations could afford to provide.

While structural and operational issues certainly impacted instruction across all grades, it also became clear that the school had reached critical mass in relation to the number of new or novice teachers who had come on board. Like many charter schools in NYC, CACPCS has been impacted back the shortage of certified teachers. Our newer teachers required a great deal of coaching and support in all areas this past year including the need for additional support with classroom management, curriculum development, lesson delivery, and assessing student learning.

By the Spring, the Vice President of the School Age Division had stepped off the Board and began transitioning into the Head of School role. This immediately allowed the sitting Principal, Ms. Vier, to further focus her attention on the elementary school, while the middle school team received support from the Vice President of the School Age Division and future Head of School on a more regular basis. Earlier in the school year, Principal Vier, began coaching the 3rd and 4th grade teams intensively to help stabilize those grades given the amount of turnover they had experienced. As a result, the 4th grade ELA results are the strongest results across any of the grades due to the Principal's ability to focus her time and attention on them, further validating the Board's decision to support a restructuring.

Table 14. 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	69.6%	66	50.0%	60	57%	63
4	85.0%	60	78.6%	70	62%	65
5	-	-	54.2%	59	27%	71
6	-	-	-	-	33%	69
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	76.9%	126	47.6%	189	44%	268

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 Performance Index (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 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 EVALUATION⁷

New York State's ESSA plan focuses on eliminating gaps in achievement. Beginning with 2017-18 school year results, New York State will use multiple measures to determine each school's impact on student learning including student academic achievement measures, academic growth measures and academic progress measures. **Student academic achievement** measures are based on each school's Performance Index (PI) and Composite Performance Index, both of which are absolute achievement measures on state assessments in English language arts (ELA), math and science. A school's PI focuses on the distribution of students across the performance level with a focus on how many students met or exceeded proficiency in a content area. **Academic growth measures** will be used to measure student growth on statewide assessments in ELA and Math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years. **Academic progress** for all schools will be determined by measuring student progress on state assessments in ELA and Math against long-term goals and measures of interim progress or MIPs.

NYSED has established a long-term goal for 2021-2022 of closing the achievement gap with the "end" goal of 200 by 20% on Math Performance Index. NYSED set State and school level goals for each school and each subgroup within schools. At the time this report was written and given the timing of the release of test results, CACPCS had not received its official goals, MIPs, etc. However, an unofficial set of goals and measures were provided during a training held by NYSED and have been used in this report.

NYSED has set a goal for schools to achieve a PI in ELA of 200 with the expectation that schools will reduce the gap between their current PI and 200 by 20% with the next 5 years. **In 2017-18 CACPCS achieved a Math PI of 127.5.** CACPCS would need to realize a PI improvement of 72.5 within five years to achieve the PI of 200—divided evenly this means CACPCS's PI would need to improve by at least 14.5 percentage points each year in Math to achieve a PI of 200 by 2022. However, to remain on track to close the gap by 20% in five years, CACPCS's Math Measure of Interim Progress (MIP) is 2.9 per year. To meet this goal of closing the gap by 20% next year CACPCS needs to achieve a Math PI of 130.4 along the way to achieving a PI of 142 by 2022 to close the gap by 20% on the way to the end goal of 200.

Based on the information provided this summer, CACPCS is expected to close the gap between the end goal of 200 points and 98.2, a State baseline set on 2015-16 results and a school baseline of 194.4, a baseline set based on 2015-16 results. Additionally, a 2016 State MIP of 102.3 and a school MIP of 194.6 were provided as examples.

⁷ The data used for this section of the accountability progress report is based on unofficial estimated data provided by NYSED based on 2016-17 assessments and is being used here for the purposes of providing some directional information on CACPCS's progress during the 2017-18 school year. In providing this data, NYSED indicated that this data is not based on all business rules and does not reflect State goals, MIPs and baselines that are in the process of being updated. This data will not be used to identify CSI or TSI schools. Updated data will be provided to districts later this year.

Since CACPCS achieved a Math PI of 127.5, based on the information provided by NYSED during the summer, CACPCS exceeded its Math State MIP of 102.3 but fell significantly short of its school MIP of 194.6. Given the differences between a MIP calculated based on a new baseline of performance at the school level set in 2017-18, it will be important for CACPCS to re-set performance to achieve a PI of no less than 130.4 in 2019 to be on track to close the gap by 20% by 2022. While a more ambitious goal of re-setting achievement to previous performance levels would require CACPCS to achieve a PI of 194.8 which would have been the anticipated ELA MIP for 2018-19 if CACPCS had achieved at previous levels. An ambitious but more achievable goal for 2018-19 in Math is 145. This would represent a 17.5 point improvement over 2017-18 performance in Math.

Unlike in previous years, CACPCS had a significant number of students performing at Level 1 in Math at each grade level and fewer performing at Level 4 than in prior years. Math has historically been a strong performance area for CACPCS. These less than expected results are attributable to ___ factors: (1) the organizational and structural issues described earlier in this report which diverted a significant amount of time and attention of the school leadership and staff from the curriculum planning and focused daily instruction needed to ensuring student learning; (2) lessons and curriculum materials that did not provide enough opportunities for differentiated instruction given the wide range of students we serve; (3) a lack of accessible, rigorous curriculum materials to support instruction and student learning; and (4) less strategic teacher professional development that was not fully aligned to our real time understanding of student and staff needs.

Table 15. 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
	28	27	24	21

$$\begin{array}{ccccccccccccc}
 \text{PI} & = & 27 & + & 24 & + & 21 & = & 72 \\
 & & & & 24 & + & 21 & = & 45 \\
 & & & & & + & 10.5 & = & 10.5 \\
 & & & & & & \text{PI} & = & 127.5
 \end{array}$$

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.⁸

⁸ 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](#).

RESULTS AND EVALUATION

As per Table 16 below, CACPCS's aggregate performance on the Grade 3-6 2017-18 NYS Math test for students in at least their second year at CACPCS was 44% proficient versus 45% for all of NYC and 18% for CSD 12. Broken down by grade level, CACPCS's proficiency rates for Grades 3, 4, 5 and 6 were 57%, 62%, 27% and 33%, respectively versus 52% (NYC) and 26%(CSD12), 46% (NYC) and 21% (CSD12), 41% (NYC) and 15% (CSD12), and 40% (NYC) and 13% (CSD12) for the respective grades in all of NYC and CSD12. CACPCS outperformed CSD12 in all grades but underperformed NYC in grades 5 and 6. CACPCS outperformed NYC in Grades 3 and 4 Math. Grades 5 and 6 represent the greatest areas of underperformance compared to all of NYC.

Table 16. 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	57%	63	52%	68,732
4	62%	65	46%	68,895
5	27%	71	41%	69,433
6	33%	69	40%	66,041
7	-	-		
8	-	-		
All	44%	268	45%	273,101

ADDITIONAL EVIDENCE

As per Table 17 below, CACPCS continued to demonstrate significantly stronger performance than the local school district. In 2015-16, CACPCS's aggregate proficiency for Grades 3-4 was 61.3 percentage points higher than for the same grades in CSD 12 and in 2016-17, CACPCS's aggregate proficiency for Grades 3-5 was 34 percentage points higher than for the Grade 3-5 proficiency in CSD 12. In addition, at each grade level in each year, CACPCS student proficiency exceeded that of their CSD 12 counterparts.

Table 17. 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	69.6%	15.3%	50.0%	21.6%	57%	26.5%
4	85.0%	15.9%	78.6%	13.5%	62%	21.3%
5			54.2%	13.5%	27%	15.3%
6					33%	12.9%
7						
8						

All	76.9%	15.6%	47.6%	13.5%	44%	18.25%
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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 EVALUATION⁹

Table 18 below outlines The Comparative Performance Analysis conducted by Grade Level based on the 2017-18 NYS ELA test results and using the 2016-17 Effects Calculator tool. The results indicate that CACPCS had an aggregate effect size of 0.68 which is higher than expected to a slight degree. Broken down by individual grades, Grades 3 and 4 had the highest effect sizes 0.95 and 1.85 respectively. There was a negative effect in 5th grade (-0.40).

⁹ Effect sizes calculated using the 2016-17 Effects Size Calculator tool provided by SUNY.

Table 18. 2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84%	67	57%	36.9%	20.1	0.95
4	86%	71	65%	28.5%	37.5	1.85
5	76%	72	26%	33.2%	-6.7	-0.40
6	80%	71	34%	26.7%	7.3	0.37
7						
8						
All	82%	281	45%	31.27%	13.73	0.68

School's Overall Comparative Performance:

Higher than expected to a slight degree.

ADDITIONAL EVIDENCE

CACPCS continues to compare very favorably to demographically similar schools statewide. Year after year, CACPCS's effect size has been higher than expected.

Table 19. Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	78.3%	68	82.4%	32.7%	2.65
2015-16	3-4	76.0%	136	75.5%	36.4%	2.00
2016-17	3-5	82%	208	67%	33.7%	1.62
2017-18	3-6	82%	281	45%	31.3%	0.68

Goal 2: Growth Measure¹⁰

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 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

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

RESULTS AND EVALUATION

As Table 20 below indicates, CACPCS did not meet this measure. CACPCS's overall unadjusted growth percentile was 34 falling well below the State median of the 50th percentile. Grade 4 exceeded the measure, but Grade 5 and 6 performance was well below the target of 50.

Table 20. 2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.5	50.0
5	19	50.0
6	23.5	50.0
7		50.0
8		50.0
All	34	50.0

ADDITIONAL EVIDENCE

Table 21 shows CACPCS's performance in this area over time. In 2016-17 CACPCS exceeded this measure in Grade 4 demonstrating the school's capacity to meet and exceed this measure.

Table 21. Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4		61	65	50.0
5			31.5	50.0
6				50.0
7				50.0
8				50.0
All		61	48	50.0

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.	Did not meet
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.	Did not meet
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 for CSD 12; did not meet for NYC
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.)	Did not meet

ACTION PLAN

CACPCS is confident that including the schoolwide instructional framework as a part of a more strategic and comprehensive professional development plan that the quality of instruction and instructional rigor in the classroom will improve. Using the Thoughtful Classroom's Teacher Effectiveness Framework, CACPCS's instructional leadership have identified school-wide instructional tools, many of which focus on building problem-solving and thinking skills and have provided professional development to teachers in the implementation of these tools to deliver high quality instruction. This work has helped to build a consistent, strong definition for our instructional community of what constitutes quality instruction. Our instructional leaders will also receive additional support from Thoughtful Classroom coach in the accurate use of indicators and observations of student behaviors against clear rubrics to assess teacher effectiveness in each instructional dimension. It is also clear, however, that the Thoughtful Classroom framework needs to be bolstered by deeper content area coaching, and more strategic lesson plans that feature teacher plans to provide small group instruction and other opportunities for differentiated instruction given how our SWDs and English Language Learners continue to show such little growth. New teachers will be provided with a more formal and structured mentoring experience to more intensively develop their skills. Finally, under the supervision of the Head of School, Principals and their instructional leadership teams will develop and implement comprehensive Math instructional improvement plans that first require an assessment of the practices in place and setting priorities for instructional improvements and staff professional development early in the year so that the work of the instructional leaders is strategic, thoughtful and vertically aligned.

To address the weaknesses we identified in our Math instructional program, CACPCS has identified a range of next steps, including the following:

- The Board approved restructuring has been put into effect. The Head of School has begun providing additional support and supervision of the Principals. A Middle School Principal was hired, and the three leaders are working to provide closer supervision and more intensive support to all school staff.
- Hiring instructional staff was a priority heading into the 2018-19 school year. The issues we faced in recruiting and retaining Grade 3-6 staff last year had a negative impact on instruction in those grades and was manifested in the NYS test scores. We believe we have a stronger instructional staff in place this year.
- We are continuing to provide intensive professional development to staff on backward design, unpacking of standards and content coaching to build teachers' content knowledge.
- Given the identification of the need for better vertical alignment, this year there is more planning time allocated to all planning but vertical planning and cross-content planning as well.
- The Head of School, Principals, Academic Deans, and content area consultants will continue to provide more support to teachers in data analysis, lesson planning, lesson delivery and differentiating instruction and will meet regularly as a Curriculum Team dedicated to ensuring that our Math instructional plan is coherent, and that implementation is having the desired impact on student learning.
- The Principals and Academic Deans will conduct an item analysis from the 2018 NYS Math test and continue to adjust the curriculum based on the findings. However, baseline assessments conducted at the beginning of the 2017-18 school year indicate a need to focus on problem-solving strategies, regular reteaching and cumulative review, small group instruction and more time for independent practice, mathematical literacy through close reading for problem context, and targeted Math interventions and enrichment.

Additionally, our Math program will focus on addressing the needs of specific groups of students using the following strategies.

English Language Learners:

- Additional visual supports
- Increased content area vocabulary instruction
- Print-rich focused environment

Students with Special Needs:

- Leverage co-teaching models and student grouping methods

Scholars in need of academic additional support (e.g. new to school, may be in need of additional services, etc.)

- Ensure consistent implementation of tier 2 and tier 3 intervention in math
- Ensure math intervention programs and strategies are implemented with fidelity

Scholars already meeting grade level standards:

- Implementation of blended learning and centers

We will monitor our plan through the following:

- Weekly classroom observation and feedback

- Weekly review of lesson plans
- Leadership Team learning walks
- Unit Assessments
- Interim Assessments

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

CACPCS's science curriculum is aligned with the NYS Science standards with the goal to build a strong foundation in the subject area. Capitalizing on the inherent interest young students have for inquiry and discovery, the school's home grown science curriculum provides students with an inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills (including vocabulary and fluent usage of scientific language), math applications, use of materials, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. To accomplish these learning objectives, a blended approach including skill-based texts, and reading and writing in the content areas is implemented. Teachers incorporate 21st century learning and skills by asking students to think critically, communicate and collaborate with each other so that innovation can occur. Science instruction is supported by Delta Foss Kits.

Teachers were provided more support this year in data analysis and subsequent action planning. Academic Deans provided more frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards using Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching. We deployed intervention staff more strategically this year in working with struggling students, including a designated Reading Interventionist whose work was focused on SWD and other struggling student through push-in support and co-teaching. The Reading Interventionist work was not just limited to improving literacy skills in the context of ELA standards, but also addressed the impact literacy challenges have in student progress and achievement in math, science and social studies.

This past year, CACPCS also introduced the departmentalized approach to instruction in Grades 4 and 5 with subject-based teachers in Humanities, Math and Science. This approach was adopted to support greater student achievement by having teachers focused on one subject, which is their area of expertise and interest. As such, core content is taught by the best teacher for that subject, and importantly, a teacher who is passionate about the subject.

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

98% of all CACPCS students, inclusive of those enrolled in at least their second year, scored at proficiency levels on the 2017-18 Grade 4 NYS Science test.

Table 22. 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	98%	62	n/a	n/a
8				
All	98%	62	n/a	n/a

ADDITIONAL EVIDENCE

As Table 23 illustrates, CACPCS Grade 4 students continued to perform very well on the NYS Science test. Last year, 98% of the students scored at proficiency and in 2015-16 100% of students met performance criteria.

Table 23. 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	100%	60	98.6%	70	98%	62
8						
All	100%	60	98.6%	70	98%	62

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 2017-18 Grade 4 NYS Science results for the districts and local public schools have not been made publicly available yet. Table 24 below uses the 2015-16 Grade 4 NYS assessment scores as a proxy for the current year's CSD 12 results. 69.9 % of Grade 4 students in CSD 12 scored at proficiency levels compared with 98.6% of CACPCS Grade 4 students. CACPCS met the measure by outperforming the proficiency rates of CSD 12 Grade 4 students by 28 percentage points.

Table 24. 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 ¹¹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	62	69.9%	1835
8				
All	98%	62	69.9%	1835

ADDITIONAL EVIDENCE

As Table 25 illustrates, CACPCS Grade 4 students have significantly outperformed CSD 12 Grade 4 students on the NYS Science test for the last two years (2015-16 CSD 12 data is used as a proxy for 2016-17 data as that has not yet been publicly released for CSD 12).

Table 25. 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	100%	69.9%	98.6%	69.9%	98%	69.9%
8						
All	100%	69.9%	98.6%	69.9%	98%	69.9%

¹¹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

CACPCS achieved both of its goals on the NYS Grade 4 Science assessment, and thus, met its overarching goal for its students to demonstrate proficiency relevant to science achievement.

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 (using 2015-16 data as proxy for 2016-17 and 2017-18 District data)

ACTION PLAN

CACPCS is confident that the schoolwide instructional framework it has adopted and fully implemented in two years ago, Thoughtful Classroom, is raising the quality of instruction and instructional rigor in the classroom. As we continue to build excellence in our teacher's practice guided by the Teacher Effectiveness Framework and more of our teachers have consistent exposure, experience and coaching in the Thoughtful Classroom principles and strategies, we expect student performance will continue to reflect a high degree of science proficiency. CACPCS posted very strong results in science as is evidenced by achieving both absolute and comparative goals with 98. % of Grade 4 students scoring at proficiency levels on the NYS Science assessments. To ensure CACPCS students continue to make strong progress and achieve at high levels in science, CACPCS has identified several areas of focus this year.

- The Academic Deans will continue to provide frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards using the Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching.
- CACPCS will be using the *Elevate Science* curriculum program for the elementary and middle school grades. *Elevate* puts exploration at the heart of science. *Elevate Science* helps students investigate real-life phenomena through project-based learning. The curriculum develops strong reasoning skills and critical thinking strategies, as students engage in explorations, formulate claims, and use data for evidence-based arguments. *elevate* thinking, learning, and teaching.
- All our students have weekly access to science classroom and lab instruction.

GOAL 4: ESSA

Goal 4: ESSA

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

CACPCS is in Good Standing.

ADDITIONAL EVIDENCE

CACPCS has been in Good standing since 2015-16.

Table 26. 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. The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Absolute Measure

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

METHOD

On an annual basis, CACPCS administers the NYC School Survey which is the survey instrument developed by the NYC Department of Education. Parents can complete either an online version or a paper version. The NYCDOE tabulates the responses and publishes a report of the results. CACPCS measures its progress towards attainment of its Parent Satisfaction goal based on the survey results published in its NYCDOE NYC School Survey 2017-18 Report. The report provides survey results as a percentage of the respondents; however, CACPCS converts these results to a percentage of all families in the school to measure its progress towards its Parent Satisfaction goal. The NYC DoE has not published survey results for 2017-18 but did provide a preliminary report.

RESULTS

As shown in Table 27 below, the preliminary report indicated responses from 277 respondents which was a 71% response rate.

Table 27. 2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
277	110.8	71%

Table 28. 2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Teacher outreach to parents	92%
Parent involvement	89%
Parent to teacher trust	93%
Parent to Principal trust	90%
Inclusive Principal leadership	90%

EVALUATION

While it is not totally clear if CACPCS met the goal of 2/3 of parents responding positively to each survey item on the NYC School Survey, parents did respond overwhelmingly positively to survey items about

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parent teacher communication, trust and parent involvement. We have created a school community in which parents are engaged, feel a strong sense of trust and are informed and included.

Goal 5: Absolute Measure

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

METHOD

CACPCS uses the NYCDOE Automate the Schools (ATS) system and Teacherease to track student enrollment and attendance. The retention rate in the table below is equal to the number of students who were enrolled on BEDS date in October 2016 who continued to be enrolled in the school on BEDS date in October 2017 divided by the number of students who were enrolled in the school on BEDS date in October 2016.

RESULTS

In 2017-18 CACPCS retained 91.6% of its students who were enrolled in 2016-17.

Table 29. 2017-18 Student Retention Rate

2016-17 Enrollment	Number of Students Who Graduated in 2016-17	Number of Students Who Returned in 2017-18	Retention Rate 2017-18 Re-enrollment ÷ (2016-17 Enrollment – Graduates)
489	0	448	489

EVALUATION

CACPCS met its retention goal.

Goal 5: Absolute Measure

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

METHOD

CACPCS tracks daily attendance using NYCDOE ATS system and Teacherease.

RESULTS

The overall average daily attendance rate for the school was 92% in 2017-18. Grade 2 met the 95% average daily attendance goal, but all other grades fell short of the goal.

Table 31. 2017-18 Attendance

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Grade	Average Daily Attendance Rate
1	93%
2	95%
3	92%
4	91%
5	92%
6	90%
7	-
8	-
Overall	92%

EVALUATION

CACPCS did not meet the goal of achieving a 95% daily attendance rate. It is possible that our temporary location approximately two miles away from our permanent locations during the 2016-17 and 2017-18 school years impacted attendance. We believe our permanent locations will make it easier for families to ensure that their students are at school on time every day.

Goal 6: Compliance Measures

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

METHOD

CACPCS uses Net Assets from the audited financial statements and the next year's approved operating budget to determine this ratio.

RESULTS

The 2017-18 draft audit report has not been issued by the auditors, The FY19 operating budget is \$11,483,007.

EVALUATION

Whether CACPCS met this financial goal is to still to be determined as of the date of this report.