



**TECH INTERNATIONAL
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2015

By Ryan McCabe, Principal
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Ryan McCabe, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Andre Pascal	Board Chairman, Executive Committee
Bindi Patel	Board Secretary, Academic Oversight Committee, Executive Committee
Weenia Allen	Chairperson, Academic Oversight Committee
Michael Bryant	Member, Finance Committee
Nefertiti Smith	Chairperson, Finance Committee
Agnes Willson	Member, Finance Committee
Joanne Taylor	Member, Finance Committee
Alberta Conteh	Member, Academic Oversight Committee

Ryan McCabe has served as the Principal since August 3, 2015.

In July of 2015, the Board of Trustees of Tech International Charter School made a decision to move the school in a different direction by releasing the previous Executive Director, Oslene Carrington-Verret and bringing in Ryan McCabe. This transition, which occurred in early August, was done with the intention of moving the school under the direction of an educator with experience in the classroom and administrative aspects of school leadership.

Due to the nature of the transition, as well as the nature of leadership communication and transparency prior to the adjustment, much of the planning and prior year's data associated with the completion of this plan is incomplete or unreliable. The report has several sections that are incomplete and that is due to the nature of data collection from previous administration and while that is completely unacceptable and will not be the case going forward, it does currently exist. As the school year progresses, more reliable information and data will be shared accordingly and used to make decisions.

In many sections, let this preface be the apology for the lack of detail and depth at which the analysis of the data has been reflected upon in the report. Much time has been spent on the lack of results at Tech International and internally the measures, both quantitative and qualitative are analyzed consistently, however, results from last year are the result of myriad inadequate systems and philosophies that do not currently exist at TI. It became difficult in the reflection of this report to identify one cause for the poor results and inability to meet outlined goals thereby making the action plan the most important piece of information.

Part of what we have been trying to accomplish in this new school year is a positive culture for students, families, and teachers at Tech International. The transience needs to end because it has caused negative results and in essence a poor environment for students. Part of the work being done at TI, although not mentioned directly in this report, is the development of teachers and the building of a restorative justice approach to students. These measures will help to accomplish our goals.

Furthermore, with proper guidance, the current school administration would be willing and able to conduct any data analysis protocols necessary to prove growth and proper assistance to students as outlined by the requirements of the SUNY Charter School Institute. As we move into our renewal year, we have consulted with the Partnership for Innovative Compensation for Charter Schools (PICCS) and other consulting organizations associated to assist with the process of reporting and analysis.

INTRODUCTION

Tech International Charter (TI), based in the Bronx, New York, opened in the fall of 2012 and serves middle school students in 6th, 7th and 8th grade. TI offers its students a technology enhanced, internationally focused and academically challenging education that develops the critical thinking skills needed for postsecondary success in the 21st century. Currently, approximately 85% of TI students are designated as Title I, and about 25% have IEPs. Tech International student population is 72% Latino, 20% Black, 5% White, and 2% Asian providing a unique experience to students throughout the Bronx's District 10 community.

Tech International focuses on the integration of technology into the classroom environments implementing Google classroom integration in many grades and requiring that students submit a minimum of two digital projects each school year. These projects are to be stored in a student's digital portfolio which is used as a requirement for promotion in the 8th grade. The integration of these projects is made easier by the use of laptops, iPads, kindles, and Chromebooks in classrooms throughout the school.

TI has started an Advisory program that pairs a group of 10-12 students with an individual teacher. This person serves as the advocate for each child in the building. Parent teacher conferences, discipline conversations, and parent meetings all occur with the Advisor present and this groups rotates together for three years. A morning meeting program focusing on character development is an essential part of the TI Advisory program. Each week students are presented with an ethical dilemma that they discuss in their Advisory classrooms. These dilemmas are acted out in front of the entire grade during Morning Meeting and discussions around STAR students and Random Acts of Kindness are recognized in this weekly school assembly.

Providing a robust afterschool enrichment program has been important to the TI community since its inception. In an effort to support the needs and interests of the students and parents, TI pairs with Kingsbridge Heights Community Center to develop and execute a program that challenges students cognitively and engages them socially. Programs include making beats through online software, robotics, sports, as well as art and dance classes.

Mission - The mission of Tech International Charter School is to offer its students a technology enhanced, internationally focused and academically challenging education that develops the critical thinking skills needed for postsecondary success.

Core Courses - Tech International's middle school program for core courses meets the New York State Education Department's requirements and is in line with the New York Common Core State Standards (NYCCSS). Tech International also affords students opportunities to become stronger in their use of technology tools and applications. Students are supported in their efforts to develop digital ePortfolios of their work over the course of their time at the school.

English Language Arts - Tech International helps students develop an understanding and use of the oral and written language, as well as media and technology for expressive, informational, argumentative,

critical, and literary purposes. While emphasis is placed on personal expression, students also will be able to interpret and synthesize information.

Mathematics - Tech International's math curriculum satisfies the NYCCSS and provides instructional focus on appropriate grade-level content for academic success. Given the difficulty that many students experience with the subject, teachers make use of differentiation strategies to help students to move along with the pace of the curriculum. Additionally, academic support is prescribed for incoming 6th graders as well as 7th graders. Many of Tech International's math teachers also provide afterschool tutoring in the subject.

Social Studies - The social studies curriculum provides students with the opportunity to explore belief systems across time. Among the skills learned, students will develop fluency in: distinguishing between fact and fiction; recognizing and using a variety of systems for organizing; using information to create original products; selecting and presenting creative projects in a variety of formats; working collaboratively; using the writing process to express new understandings; and comparing and contrasting historical and current events.

Science - Middle school science consists of the physical, life, and earth and space sciences. The physical science curriculum allows students to learn the laws of motion, force, speed, and the transfer of energy. In life science, everything from the human body to ecology is included. And earth science classes commence with how the earth was formed, but also include lessons about the earth's orbit around the sun as well as the moon's orbit around the earth. Geology also may be included in the earth science program.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	0
2012-13	-	-	-	-	-	-	135	-	-	-	-	-	-	135
2013-14	-	-	-	-	-	-	104	103	-	-	-	-	-	207
2014-15	-	-	-	-	-	-	105	97	87	-	-	-	-	289

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Background

In the 2014-2015 school year students were instructed with EngageNY lessons and assessments without modification.

Interim assessments were provided and evaluated by ANET, and administered by teachers.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 6 through 8 grades in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	102	0	3	3	105
7	93	2	1	4	97
8	82	1	0	5	87
All	277	3	4	12	289

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.

Results

Due to the transience of the staff and students, it is difficult to accurately assess this goal. Student records have not been accurate and the entire operations team has transitioned in the last school year. This makes the process of accurately recording this information near impossible. For internal purposes, we are assuming that all enrolled students have been here for two years at the point of 8th grade instruction but will adjust the number as needed. Going forward, the school has a detailed plan to use ATS and Datacacion's Skedula to provide accurate information for student records through the work with PICCS and Digant Bahl of Accounting Solutions of NY.

Performance on 2014-15 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	5.9	102		
7	8.6	93		
8	21.9	82		
All	12.13	277		

Evaluation

The school has not performed well in any aspects of the ELA measurements in the previous school term and many of the changes being made under the new administration have been implemented in order to combat the numbers contained in the tables above.

8th grade students showed the greatest performance on the 2015 ELA state exam with an increase from the previous school year of almost 2 %. The trend developing over time at TI has been that sixth grade performance significantly drops off with students in their first year. In order to combat this trend, the school has added three new teachers to the 6th grade team and completely designed the curriculum, removing the reliance on the documents created by EngageNY modules and moving more to a system where teachers can differentiate based on need.

The school has long-suffered from teacher transience and the last school year was no different having many staff members leave in the middle of the year and several others repositioned during the year. Teacher capacity to plan and assess was compromised by teacher coverages being assigned daily to all teachers. Anecdotally, several staff members reported having taught more

than 10-15 days of ELA classes throughout the year. The gaps in instruction in our students are severe because of the lack of professional conduct and planning around attendance and attrition.

The school has a tremendous task in the current school year and has incorporated several planned initiatives to work towards meeting the goals outlined in the original charter. The task of improvement is extremely difficult as the majority of scores at the proficient level have graduated and moved on to high schools so the department understands that these interventions need to occur in every classroom at every level.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Tech International 6th through 8th grade students achieved a Performance Level Index value of 68.1, which was 28.9 below the required AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
177	43.3	45.1	10.4	1.1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45.1 & + & 10.4 & + & 1.1 & = & 56.6 \\
 & & & & 10.4 & + & 1.1 & = & \underline{11.5} \\
 & & & & & & \text{PLI} & = & 68.1
 \end{array}$$

Evaluation

The measure was not met.

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 local school district.

Method

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

Results

2014-15 State English Language Arts 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	
	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6			17.2	3,696
7			15.4	3,643
8			20.5	3,358
All			<u>17.7</u>	10,697

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Evaluation

As seen in table above, students in grade 7 were unable to meet the performance on their district-wide peers by seven percentage points, while those students in the 8th grade exceeded district performance by just over one percent. Both of these results indicate the need for the school to improve performance dramatically in order to provide the educational experience promised to the state and the families in District 10 during the Charter acquisition process.

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 Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6						17.2
7						15.4
8						20.5
All						17.7

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The overall 2013-14 ELA Comparative Performance Effect Size value at Tech International was .08, which was .22 below the required Effect Size of .3.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	92.2	104	14	13.7	0.3	0.03
7	83.2	103	19	17.2	1.8	0.12
8						
All	87.7	207	16.5	15.4	1.1	0.08

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

The measure was not met.

Additional Evidence

Tech International has failed to meet the required Effect size of .3 for two years in a row.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	-	-	-	-	-	-
2012-13	6		135	11.1	27.2	-1.29
2013-14	6 and 7	87.7	207	16.5	15.4	.08

Goal 1: Growth Measure⁴

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

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The all student 2013-14 ELA Mean Growth Percentile at Tech International was 54.8. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	40.9	50.0
7	68.5	50.0
8	-	50.0
All	<u>54.8</u>	50.0

Evaluation

The measure was met.

Additional Evidence

Tech International has shown significant increase in the Mean Growth Percentile from 34.5 in 2012-13 to 54.8 in 2013-14. The increase was 20.3 points.

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

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

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
6		34.5	40.9	50.0
7			68.5	50.0
8			-	50.0
All		34.5	54.8	50.0

Summary of the English Language Arts Goal

Absolute

Absolute - Tech International 6th through 8th grade students achieved a Performance Level Index value of 68.1, which was 28.9 below the required AMO of 97.

Comparative

Comparative - The overall 2013-14 ELA Comparative Performance Effect Size value at Tech International was .08, which was .22 below the required Effect Size of .3.

Growth - The all student 2013-14 ELA Mean Growth Percentile at Tech International was 54.8. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students	Did Not Achieve

⁶ Grade level results not available.

	among all public schools in New York State. (Using 2013-14 school district results.)	
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 state's unadjusted median growth percentile.	Achieved

Action Plan

English language arts instruction is essential to the success of all students at Tech International. Students in all grades receive 90 minutes of instructional daily including thirty minutes of independent reading on their independent reading level with focus question on five essential reading standards from the Common Core State Standards.

The program has been completely overhauled from last school year because of teacher turnover and a lack of positive results. The curriculum uses EngageNY as the foundation for instruction but differentiates activities and assignments based on student preference and need. Lessons are collaboratively developed in PLC meetings and reviewed consistently in these meetings for standards alignment, levels of differentiation, and assessment usage. Our ELA teacher work collaboratively to ensure that students are engaged in higher order thinking around the standards using the reading material associated with the EngageNY Modules as the guidelines. Teacher teams have adjusted the calendar to focus on certain standards (RL 6.1, RL6.4, RI 7.1, RI 7.6, RL 8.1, RL8.3) earlier in the year to build the foundation with reading materials that are both of interest to the schools but also to align the modules with our current Social Studies curriculum.

Teachers in this area were trained over the summer in Understanding by Design and have started the process of submitting Unit Templates in the UbD format amended by Kim Marshall. These documents are submitted regularly and reviewed by the Instructional Leadership Team. Along with the increased time for analysis and professional learning communities, the number of teacher evaluations have increased from 1-2 to 10-12 annually with a debrief session occurring within one day of this process. This helps to analyze and evaluate instruction much more deliberately.

The use of assessment in a formative or summative way was absent at Tech International in the previous school year for ELA. The school has adopted a school-wide assessment protocol where Interim Exams (developed by Curriculum Associates and PARRC) are given four times a year to get summative data on performance of all standards. In the previous year, ANET was used to assess what was being taught in classrooms according to the curriculum. This type of assessment is now developed and assessed collaboratively by teams of teachers under the direction of the Assistant Principal, Anthony Vandarakis. The use of formative assessment is also improving through the integration of several different systems and the exposure to new tools, such as Plickers. The NWEA Map test will also be used to gain accurate Lexile and predictive measures.

Professional development on a school-wide level has focused on four major items- standards alignment, differentiation, formative assessment, and academic rigor. These areas prove to be essential to the growth and success of schools in research and therefore need to be developed in

the staff at TI. Internal resources are paired with outside consultants to provide this instruction and assessment of the goals developed in order to ensure that all students are being challenged at a high level.

In ELA, Ira Bolterman with ALL and Katanna Conley of the Public Consulting group have partnered with Tech International to form our Deeper Learning task force. This group of people, serving as internal development and dedicating a minimum of 25 days this school year, is helping to achieve internal goals outlined on the Deeper Learning Plan such as:

Internal Goal # 1: 100% of ELA teachers will participate in an independent reading program designed to engage readers in productive reading for thirty minutes every day.

Internal Goal # 2: 100% of students will be engaged in tasks that are cognitively aligned to the grade level standards in that content area.

Internal Goal # 3: By June 2016, teacher knowledge and skill to use formative assessment will increase by at least one level of effectiveness as measured by component 1f and 3d on the Danielson Framework for Teaching.

The management and progress monitoring of these goals will allow the school to achieve its focus of educational students at the highest level and meeting progress monitoring benchmarks.

MATHEMATICS

Goal 2: Mathematics

Background

In the 2014-2015 school year students were instructed with EngageNY lessons and assessments without modification.

Interim assessments were provided and evaluated by ANET, and administered by teachers.

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 6 through 8 grade in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	105	0	0	0	105
7	94	2	1	3	97
8	79	2	0	8	87
All	278	4	1	11	289

Results

Due to the transience of the staff and students, it is difficult to accurately assess this goal. Student records have not been accurate and the entire operations team has transitioned in the last school year. This makes the process of accurately recording this information near impossible. For internal purposes, we are assuming that all enrolled students have been here for two years at the point of 8th grade instruction but will adjust the number as needed. Going forward, the school has a detailed plan to use ATS and Datacation's Skedula to provide accurate information for student records through the work with PICCS and Digant Bahl of Accounting Solutions of NY.

**Performance on 2014-15 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	-	-		-
4	-	-		-
5	-	-		-
6	9.5	105		
7	17.0	94		
8	46.8	79		
All	<u>24.4</u>	<u>278</u>		

⁷ 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.

Evaluation

The trends in Mathematics, similar to those identified in ELA, show the 8th grade outperforming their TI peers with all grades failing to exceed their district peers or meet the goals outlined in the Accountability Plan.

Due to all of the factors outlined throughout this report, inexcusable failure occurred throughout the cohorts. Please see the action plan below for detailed analysis and information pertaining to how the school plans to address this going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Tech International student achieved a 2014-15 Mathematics Performance Level Index value of 66.2, which was lower than the required AMO of 94 by 27.2 points.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
278	46.7	39.9	12.2	1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39.9 & + & 12.2 & + & 1 & = & 53.0 \\
 & & & & 12.2 & + & 1 & = & \underline{13.2} \\
 & & & & & & \text{PLI} & = & 66.2
 \end{array}$$

Evaluation

The measure was not met.

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 local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.⁹

Results

The school was unable to meet the AMO outlined of 94 by a significant amount in the previous school year. No cohorts of students greatly outperformed any other providing accurately spread data that in unacceptable and below the outlined performance level.

2014-15 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested

⁹ 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](#).

3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6			21.6	3,793
7			17.0	3,710
8			13.9	3,358
All			<u>17.5</u>	10,861

Evaluation

As was the case with many of the result sections, the organization of the school, lack of a clear plan supported by research or data, and inefficient attention to detail in key areas resulted in the school's lack of ability to meet goals.

The comprehensive failure of the school under the previous administration makes it difficult to pinpoint the exact cause of poor results as staff retention, student discipline, curriculum alignment, professional conduct, professional development, and overall vision were lacking. Please see the outlined Action Plan to see how the school is planning to address these factors going forward.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

With an Effect Size of -.025 overall Comparative Performance in 2013-14, Tech International did not meet the required measure of .3

2013-14 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	92.2					
4						
5						
6		104	20	20.4	-0.4	-0.02
7		101	10	19.1	-9.1	-0.48
8						
All	87.8	205	15.1	19.7	-4.7	-0.25

School's Overall Comparative Performance:
Lower than expected

Evaluation

The measure was not met.

Additional Evidence

Tech International has consistently failed to meet the State requirement for Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically	Number Tested	Actual	Predicted	Effect Size
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		Disadvantaged				
2011-12	-	-	-	-	-	-
2012-13	6		135	11.1	27.2	-1.29
2013-14	6 and 7	87.8	205	15.1	19.7	-0.25

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 state's unadjusted median growth percentile.

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Tech International failed to meet the Statewide Median of 50 by 4.3 points. 6th grade students achieved 41.0 or 9 points below the required target. 7th grade students achieved 50.3, which met the Statewide Median and surpassed it by .3 points.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	41.0	50.0
7	50.3	50.0
8	-	50.0
All	<u>45.7</u>	50.0

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

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Evaluation

The measure was not met.

Additional Evidence

Tech International has failed two years in a row to achieve the Statewide Median for Mean Growth Percentile. The change from 38.4 in 2012-13 to 45.7 in 2013-14 shown significant improvement.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
6		38.4	41.0	50.0
7		-	50.3	50.0
8		-	-	50.0
All		38.4	45.7	50.0

Summary of the Mathematics Goal

Absolute

Absolute - Tech International student achieved a 2014-15 Mathematics Performance Level Index value of 66.2, which was lower than the required AMO of 94 by 27.2 points.

Comparative

Comparative - With an Effect Size of -.025 overall Comparative Performance in 2013-14, Tech International did not met the required measure of .3

Growth - Tech International failed to meet the Statewide Median of 50 by 4.3 points. 6th grade students achieved 41.0 or 9 points below the required target. 7th grade students achieved 50.3, which met the Statewide Median and surpassed it by .3 points.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve

¹² Grade level results not available.

Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

The results in this report show the tremendous need for a complete overhaul of all things in all areas, and the need to build on some of the successes mathematically that TI's students may have achieved in the previous year.

There has been no formal assessment procedure in the school other than that outlined by ANET and the EngageNY modules and that is changing in the coming school year. Students will be engaged in constant and consistent assessments throughout the year in order to accurately inform instruction and cause change in the instructional program. Internal exams will serve as the basis for this analysis. Teachers provide quizzes with multiple choice responses throughout the unit in order to gauge student understanding and understand common misconceptions in order to provide interventions. These assessment results, along with the Interim Exam results, are analyzed in a group setting and action plans are developed based on them. These plans are reviewed collaboratively and enacted in classrooms. The overall goal of the new assessment procedures is to put the data analysis and plan development in the hands of the teachers so that it can be enacted in the classroom. Interim exams are the same as those given in ELA, with similar emphasis being placed on each.

The curriculum of TI Charter School in the previous year involved the direct alignment with the EngageNY modules and the use of myriad lower level worksheets. The plan throughout the year is to focus on task development. Teachers in all content areas, but specifically mathematics, are being asked to create differentiated tasks that encourage students to think at a higher level while incorporating the standards and assessment items outlined in our data. Use of the Instructional Rounds process led by Dr. Thomas Fowler-Finn in December will help to provide a comprehensive check-point for the analysis of this task and the progress. Teachers task development is done through weekly meetings with the Principal for planning and through collaborative PLCs.

The goals of the deeper learning task force, short the independent reading measure, have also been applied to this team under the direction of the National Training Network in collaboration with Kirk

Walters from AIR. The goals of standards alignment and formative assessment are being achieved by the use of our consultants with no less than 45 visits throughout the year.

In addition to amended teacher evaluation procedures, the incorporation of school-wide weekly learning walks and bulletin board analysis has worked towards building the collaborative environment that can cause instructional change. The mathematics department's participation in the process is crucial to our success.

Historically, because of the lack of data analysis and awareness by the teachers, sub groups analysis has not been conducted at any level. Going forward, students in cohorts, subgroups based on demographic information, and even class-level disaggregation is occurring in order to provide a fuller picture of why such trends are present.

SCIENCE

Goal 3: Science

Background

In the 2014-2015 school year the school lacked a comprehensive curriculum in Science allowing teachers to develop lessons as they see fit. Students in grades 6 and 7 had three to four periods of Science each week.

Goal 3: 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 science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2015. 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

There is no record the 8th grade NYS Science test was administered to Tech International students. An inquiry has been done contacting the NYS Department of Assessment as well as the borough testing center. SUNY was informed of this inquiry in September.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency
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	Charter School Students In At Least 2 nd Year		All TI Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	0	0	0	0

Evaluation

The measure was not met.

Additional Evidence

2014-15 was the first year Tech International students were eligible to take the 8th grade NYS Science test. There is not record it was administered.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

There are no results to share.

2014-15 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-		
8	0	0		

Evaluation

District 10 Science grades are not available and there is no record of the test being given at Tech International.

Additional Evidence

District 10 Science grades are not available and there is no record of the test being given at Tech International.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	-	-	-	--		
8	-	-	--	-	0	
All	-	-		-	0	

Summary of the Science Goal

L2RPT data base for Tech International shows no results of Tech International student achievement for the NYS 8th grade Science test.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
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 local school district.	Did Not Achieve

Action Plan

This goal is extremely important as the results from the previously tested cohort of students have

never been reported after much effort and coordination.

Most importantly, the coordination of the examination has moved away from the previous administration's testing coordinator to the Principal, who along with his administrative team, will ensure that testing conditions and procedures are followed and submitted in a timely manner.

As is the case in the two other areas outlined in this plan, there needed to be a complete overhaul of curriculum structures and assessments in order to ensure that this was conducted accurately and correctly.

Curriculum

The science program incorporates the curriculum outlined by the Next Generation Science Standards with the Scope and Sequence provided by the New York City Department of Education.

Students are engaged in inquiry-based investigations in all grades that ask them to actively work with the material in the curriculum.

Teachers submit unit plans according to the Understanding by Design templates created by Wiggins and McTighe which are reviewed by the Department Chair and the Instructional Leadership Team led by the Principal.

This curriculum involves the incorporation of the assessment practices associated with the Intermediate Level Science exam including several lessons throughout the curriculum that address the usage of diagrams and tools useful in scientific inquiry.

The goal of this curriculum realignment is to offer the Living Environment Regents to students in grade 8 during the next charter term.

Assessment

Students in science will be assessed regularly through the use of questions occurring on the NYS Intermediate Science exam. Teachers are expected to have moved away from teacher-created assessments and have incorporated the state-approved questions in weekly quizzes. Unit assessments incorporate these questions as well. The goal is that by the time a student takes the exam in June of their 8th grade year, they have seen similar questions thousands of times throughout their middle school career.

Each grade is also incorporating the Intermediate Science Exam Sampler once each quarter in all grades to prepare students for the use of these tools and processes as early as sixth grade. In order to ensure that all of these students are prepared, teachers will formatively analyze these results and monitor progress accordingly.

Professional Development

Professional development on the school-wide level matches the priorities outlined in the aforementioned sections. Curriculum alignment, standards, and assessment training are being conducted in the same ways with the goals being similar.

Science specific professional development occurs through the school's partnership with Urban Advantage. All of the teachers in the Science department work with Urban Advantage to incorporate the practices being taught in those sessions and bring them to our classrooms.

Evaluation

As has been stated throughout the document, a teacher observation overhaul has resulted in each teacher at TI being formally observed between 10 -12 times annually by the principal. In conducting these mini-observations with full debrief sessions, teachers are receiving feedback that is actionable much more often and the administration can ensure that the goals outlined in the plan are being met.

Regular professional learning communities are also a part of task evaluation. Team members regularly bring their tasks and assessments and run protocols to analyze their effectiveness. These practices will help to achieve the ultimate goal set out in this plan.