Sisulu-Walker Charter School of Harlem

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Principal Michelle Haynes prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Martez Moore	Chair	Finance, Real Estate, and Grievance
Minnie Goka	Trustee	Grievance, Academic
Rita Hanes	Trustee	Development, Academic
Erika Ewing	Trustee	Development, Academic
Joe Drayton	Trustee	Finance, Grievance

Michelle Haynes has served as the Principal since 2011.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer, and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American Civil Rights Movement.

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.

To address learning loss and to be prepared in the event of another pandemic, all citizens are provided with a dedicated device to use in class; these devices will be used if we ever have to pivot to remote instruction. To further address the digital divide, SWCS shifted to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This provides citizens with additional opportunities to become proficient users of different computer programs; this measure also ensures that we can pivot to remote instruction at any time without interrupting learning. Each class is assigned two teachers and one support staff member. This allows us to reduce our student-teacher ratio to provide targeted intervention to address learning loss.
We dedicate the first period of the day for a Morning Meeting/Enrichment period. This time is used to provide enrichment related to content literacy topics as well as time for us to explicitly teach social and emotional learning competencies. The primary goal of Morning Meetings is to give citizens a safe environment that: provides a sense of trust, allows all citizens to feel important, encourages respectful learning, helps regulate emotions, boosts empathy and teamwork, separates home from school and prepares citizens for the day's events and supports all aspects of learning—academic, emotional, and social. This period also provides an opportunity to build language skills through explicit vocabulary instruction, analysis of poetry and weekly proverbs/sayings. On Fridays, this period is followed by a Social and Emotional Learning period.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total

2021-22	26	25	33	24	30	27	165
2022-23	26	24	20	29	22	28	149
2023-24	27	26	24	26	27	23	153

GOAL 1: ENGLISH LANGUAGE ARTS

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

At SWCSH, our mantra is "Literacy is Everything and Everywhere." We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 180 minutes. The block is organized into four forty-five-minute periods. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Guided Reading
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Text Analysis/Writing
ELA IV	Writing	Writing

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary, and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social

studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the New York State Next Generation Standards.

The Principal and Data Coordinator provide coaching to teachers. Teachers are placed in coaching cycles based on the number of years of experience that they have. Coaching includes the analysis of videos and informal observations. After the first coaching cycle for each cohort, teachers that require additional support are placed on 6-week coaching cycles for the remainder of the year. Coaching meetings are conducted on Fridays. Written feedback is given to teachers on the day that observations occur.

Cycle I

Cohort	Years of Experience	Timeframe
A	2 years or less	September- October
B	3-5 years	November-December
C	5+years	January-February

All teachers regardless of the cohort they are in receive ongoing feedback and support. Within the first month of school, all teachers are required to record a lesson for video analysis and all teachers are observed a minimum of once per week.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	19	0	6	3	0	0	0	28
4	26	0	4	0	0	0	0	30
5	23	0	2	2	0	0	0	27
All	68	0	12	5	0	0	0	85

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	19	8	42%	11	5	45.5%
4	26	12	46%	18	5	27.8%
5	23	15	65%	16	11	68.8%
All	68	35	51%	45	21	46.7%

ELA Measure 2 - Absolute

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. 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. [2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[15]	[34]	[25]	[26]

PI	=	[34]	+	[25]	+	[26]	= [85]
				[25]	+	[26]	= [51]
					+	(.5)*[26]	= [13]
						PI	= [149]

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

RESULTS AND EVALUATION

In the 2023-24 school year, Sisulu Walker exceeded the PI goal by 36 points. Sisulu-Walker also exceeded all of the MIP ELA goals for the 2023-24 school year. The school's 4th and 5th grade classes performed particularly well on the ELA assessment exam.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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]

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.5%	11	34.5%	446
4	27.8%	18	34.4%	483
5	68.8%	16	27.8%	461
All	46.7%	45	32.2%	1390

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.0%	444	438.1	.57
4	77.3%	455.0	444.3	1.09
5	96.4%	462.0	438.8	2.53
All	89.7%	454.0	440.1	1.48

ELA Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.9	50.0
5	63.3	50.0
All	55.9	50.0

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2023-24 school year using internal assessments.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in Appendix A. Paste the completed tables here.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[78]	[110%]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[30]	[140%]	[Yes]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	[109%][7]	[14]	[113%]	[Yes]

[6] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

[7] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[53]	[13%]	[No]

End of Year Performance on 2023-24 i-Ready [ELA] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	24	31%	13
4	10%	29	5%	22
5	8%	25	11%	18
All	15%	78	13%	53

End of Year Growth on 2023-24 i-Ready [ELA] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	146%	24
4	95%	29
5	110%	25
All	110%	78

SUMMARY OF THE ELA 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.

In the 2023-24 school year, Sisulu-Walker achieved its growth goal, both comparative goals, and one of the two absolute goals. However, it should be noted that no school in CSD 5 had 75% of all tested students achieve proficiency on the State ELA exam.

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.	No
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.	Yes

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.	Yes
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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.	Yes

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the ELA exam. However, the school exceeded its absolute goals of aggregate PI and the state MPI.

For the comparative goals, Sisulu had an impressive 51% of all students enrolled at the school achieve proficiency on the state ELA exam, which greatly exceeds the district average and is two percentage points above the average for all New York City schools. The highest achieving grade for students enrolled at the school for two or more years was the school's 5th grade, which had 68.8% proficiency. The other comparative goal, predicated level of performance on the state ELA exam, was nearly five times the goal effect size of 0.3.

Finally, the school greatly exceeded its growth goal, with the unadjusted growth percentile 5.9 points above the target.

ADDITIONAL CONTEXT AND EVIDENCE

New York State is transitioning to computer-based testing using a phased approach. However, Sisulu-Walker opted to transition the entire school to computer-based testing at once. We believe that this approach will give us better results over time. We continued to administer paper-based interim assessments and use paper formats for textual analysis and the novel period in grades 3-4. Citizens in grade 5 transitioned to computer-based tests for interim assessments and for textual analysis (the novel remained paper-based. The 5th graders had better results. Consequently, we will transition to use more digital formatting in all grades. There were challenges with the screens constantly going black as well as other glitches that made computer-based testing challenging for citizens.

ELA ACTION PLAN

Each class will have three team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers, or assistant teachers will be assigned to grades 1-5. The additional team member in each class will allow us to provide targeted intervention to students in small groups and more individualized instruction. The benefits of having two teachers and an additional team member to provide academic support in a classroom cannot be understated. Some benefits include:

- Increased options for flexible grouping of students.
- Help in classroom and lesson preparation.
- Help with classroom management.
- Reduced student/teacher ratio.
- Increased instructional options for all students.
- Diversity of instructional styles.
- Greater student engagement time and levels of participation.

We will continue to allocate 180 minutes for English Language Arts instruction and will not revert to the pre-pandemic time allocation of 165 minutes. The priority will be to provide instruction in small groups instead of teaching to the whole class. We will also continue to allocate 30 additional minutes for computer-based intervention in place of having a traditional specials period during study hall. At this time, citizens will receive individualized instruction using i-Ready.

The Data Coordinator will work closely with teachers to use data from i-Ready and internally developed assessments (we will continue to develop our own tests in addition to using i-Ready) to address instructional gaps. In addition, our after-school program will be open to students in all grades and will run for 160 days. During after-school, citizens will receive literacy support in small groups or individually.

In order to prepare our citizens for the demands of computer-based testing, we will transition all of our articles for the 45-minute textual analysis period to a digital format. The purpose of the period is to give our citizens ample opportunity to read, annotate and analyze passages via computer. We will use previously released state test passages that have not been utilized for interim assessments for additional instruction. In addition, All of our interim assessments will also be digital. Finally, we have purchased Rally to provide additional computer-based testing support to our citizens. The Title I Coordinator, who is a reading specialist, is also providing additional Tier III reading intervention to citizens in third-fifth grade.

GOAL 2: MATHEMATICS

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- QQ/Do Now
  - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- Hook
  - The lesson hook is the explanation or example of real-world relevancy, which brings students to be engaged in the content and brings the content to life.

- Direct Instruction/Modeling
  - The modeling component shows students the strategy/process utilized to problem solve. Students are taught and then practice a variety of strategies, then ultimately choose the best strategy for them.

- Guided Instruction
  - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher ("puppeteering"), responding to teacher questions, sharing and discussion with classmates.

- Independent Practice
  - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom's Taxonomy of Higher Order Thinking.

- Checks for Understanding
  - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day's lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks and teacher questioning.

- Other Cumulative Review/Centers
    - Centers are designed to develop the application of the day's skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students work through various centers in small groups to collaborate and get small group instructional support.

- Lesson Closing

Teachers must close the loop with citizens to ensure students have an opportunity to articulate what they've understood/learned from the day's instruction.

Our math block is 90 minutes. Teachers taught new content during the first 45 minutes and retaught concepts during the second half of the block. A *Bridge Unit* for the month of September was taught using the priority standards from the previous grade to address learning loss and the summer slide during the re-teach block. At the end of September, students took an assessment that measured their proficiency on standards from the *Bridge Unit*. Thereafter, students were divided into groups for 15 minutes each during the re-teach block. At that time, priority standards from the *Bridge Unit* and new concepts from grade-level standards were retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. 30 minutes were added to instruction by taking 30 minutes previously allocated to the Study Hall period. At that time, students utilized the MobyMax program and i-Ready for individualized instruction in addition to other assignments generated by teachers.

The Rally computer-based rehearsals were purchased to provide citizens with additional support and exposure to computer-based tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	17	1	6	3	0	1	0	0	28
4	27	0	3	0	0	0	0	0	30

5	23	0	2	2	0	0	0	0	27
All	67	1	11	5	0	1	0	0	85

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	17	12	71%	11	8	72.7%
4	27	17	63%	19	10	52.6%
5	23	16	70%	16	10	62.5%
All	67	45	67%	46	28	60.9%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[10]	[22]	[54]	[13]

PI	=	[22]	+	[54]	+	[13]	= [89]
				[54]	+	[13]	= [67]
					+	(.5)*[13]	= [6.5]
						PI	= [162.5]

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RESULTS AND EVALUATION

In the 2023-24 school year, Sisulu Walker exceeded the PI goal by more than 47 points. Sisulu-Walker also exceeded all of the MIP mathematics goals for the 2023-24 school year. The school's 3rd, 4th, and 5th grade classes performed particularly well on the mathematics assessment exam.

Math Measure 3 - 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 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.

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72.7%	11	41.2%	476
4	52.6%	19	37.0%	522
5	62.5%	16	29.1%	453
All	60.9%	46	35.9%	1451

Math Measure 4 - 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 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 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 target for this measure. Given the timing of the state's release of economically disadvantaged

data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[8]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.0.%	462.0	443.6	1.27
4	77.3%	463.0	447.0	1.21
5	96.4%	461.0	438.7	1.88
All	89.8%	461.9	442.6	1.48

Math Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[9]

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	39.5	50.0
5	39.7	50.0
All	39.6	50.0

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

2023-24 i-Ready [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[79]	100[%]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[30]	[88%]	[No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	[100%][11]	[14]	[121%]	[Yes]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[53]	[28%]	[No]

End of Year Performance on 2023-24 i-Ready [Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year

[10] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

[11] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	28%	25	38%	13
4	34%	29	27%	22
5	20%	25	22%	18
All	28%	79	28%	53

End of Year Growth on 2023-24 i-Ready [Mathematics] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	122%	25
4	96%	29
5	90%	25
All	100%	79

SUMMARY OF THE MATHEMATICS GOAL

In the 2023-24 school year, Sisulu achieved one absolute goal and both comparative goals. The school did not achieve one absolute goal and the growth 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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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.	No

EVALUATION OF THE MATHEMATICS GOAL

While Sisulu did not achieve it' only measurable absolute goal, the school's results on the math assessment exam were very impressive. In total, 67% of all students who took the state math exam

achieved proficiency. This is significantly above, both the state proficiency average, 52%, and the City average, 53%.

Sisulu exceeded both of its comparative goals, with a proficiency rate of students enrolled in the school for at least 2 years nearly double that of the district average and an effect size on the predicated level of performance nearly five times the stated goal.

While the school did not meet its growth goal, which is based on 2022-23 data, the school's high achievement on the 2023-24 math exam will likely result in Sisulu meeting the growth goal on next year's APPR.

ADDITIONAL CONTEXT AND EVIDENCE

New York State is transitioning to computer-based testing using a phased approach. However, Sisulu-Walker opted to transition the entire school to computer-based testing at once. We believe that this approach will give us better results over time. We continued to administer paper-based interim assessments in grades 3-4. Citizens in grade 5 transitioned to computer-based tests for interim assessments. The 5th graders had better results. Consequently, we will transition to use more digital formatting in all grades. There were challenges with the screens constantly going black as well as other glitches that made computer-based testing challenging for citizens.

MATHEMATICS ACTION PLAN

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. A *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade for review and to combat the infamous summer slide. At the end of September, citizens will take an assessment that will measure their proficiency standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, 30 of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using i-Ready and other resources. Citizens will also utilize Rally for additional computer-based testing practice. All interim assessments will be computer-based.

GOAL 3: SCIENCE

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered, and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Next Generation

Standards. All grade levels start with a unit on inquiry followed by three to four specific units.

The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	16	7	44%
All	16	7	44%

Science Measure 2 - Comparative

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.

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.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	16	7	44%	Not Available	Not Available	Not Available
All	16	7	44%	Not Available	Not Available	Not Available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

On the 2023-24 state Science assessment, Sisulu did not meet its absolute goal and the comparative goal could not be measured, as the district's assessment results were not available at the time of this report's submission.

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.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to measure

EVALUATION OF THE SCIENCE GOAL

On the 2023-24 State science assessment, Sisulu missed its absolute goal of 75% of all tested students enrolled in at least their second year at the school by 31 percentage points. Sisulu's results cannot be measured against CSD 5 because the districts science assessment results have not been released.

ADDITIONAL CONTEXT AND EVIDENCE

This was the first year that the science exam was administered to 5th grade students. In addition, the test was also computer-based. Although there were practice questions on Questar, they were not enough. We need to add more opportunities for our citizens to answer science questions digitally and increase our analysis of graphs and charts during our science block. In addition, digital end of unit assessments will need to be added.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

ACTION PLAN

Sisulu-Walker Charter School of Harlem will administer end of unit assessments in science for all grades. In addition, we will administer a science exam in the spring to fourth grade students using previously published science test questions for the written test only since they will take the science exam as fifth graders the following year. In addition, as previously noted, we will administer computer-based assessment at the end of each unit in 4th and 5th grades and increase our analysis of graphs and charts during science in all grades. During the 2024-25 academic year, all grades will teach science 5 days per week for a minimum of 45 minutes.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2021-22	Good standing
2022-23	Good standing
2023-24	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT