

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

ACHIEVEMENT ACADEMY CHARTER SCHOOL

Accountability Plan for 2006-2007

MISSION STATEMENT

The mission of the Achievement Academy Charter School is to produce in young people the academic excellence and responsible public citizenship that will propel them to success in high school, college and their chosen careers. We combine a rigorous, standards-based, college-preparatory curriculum combined with high expectations for scholars' behavior to ensure that we accelerate learning and achievement.

Academic Excellence

As part of our commitment to academic excellence, we have 3 sources of data to track and accelerate our scholars' progress. We administer nationally-normed assessments in the core academic areas of reading and math twice each year – once at the start of the year and once near the end – to monitor the progress of scholars throughout the school year and to provide a nationwide context by which to judge the performance of Achievement Academy.

As a public school, we administer all New York State exams required of other public schools. We believe that the justification for our existence is not simply to provide an alternative education to Albany students, but to provide a *better* choice. Achievement Academy must compare itself to Albany's district schools using the state exams, and must be able to document scholar academic performance that is better than the district schools.

Finally, in addition to these more annually based exams, Achievement Academy works closely with *School Performance, Inc.*, an Albany-based team of academic-quality experts, to provide a system of ongoing diagnostic assessments targeted specifically at improving classroom instruction. Every six weeks, scholars are assessed on the academic content they were supposed to have learned over that period. Within a week, the results of these standards-based assessments are provided to the school leader, and in turn school leadership meets with each teacher to review the data. Together, school leaders and teachers analyze what worked and why, develop plans to re-teach standards not mastered, and identify and provide tutoring for scholars who need extra support.

Character Education

At the core of our school culture are our REACH values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. Weekly reflection on their demonstration of the REACH values as well as incentives for demonstrating the values help scholars internalize respect, enthusiasm, achievement, citizenship, and hard work. Over time, scholars learn to take responsibility for themselves, their school and their community.

ACADEMIC PROGRAM GOALS

Goal 1: All students at Achievement Academy Charter School will become proficient readers and writers of the English language.

Absolute Measures:

Measure 1: During the 5-year period of the charter, students who have been enrolled at the school for more than two years will score at levels 3 & 4 on the New York State English Language Arts assessment (ELA) at the following percentages:

Percentage of Students Scoring at Levels 3 & 4 on the ELA Assessment

	2005-06 SY	2006-07 SY	2007-08 SY	2008-09 SY	2009-10SY
Grade 5					
Grade 6					
Grade 7			75	75	75
Grade 8				75	75

Please note: Chart does not include 5 and 6th grades as, other than students retained in grade, students will not post more than 2 years of attendance until grade 7.

Progress to Measure: Only 22% (18 of 82) of our 6th grade scholars scored at level 3 or 4 on the ELA assessment. By January, we need to move our matched cohort to 75% proficient – a 53% jump. Although 53% is a huge leap, we are confident that the changes we've put in place with our curriculum and instruction will bring us much closer to meeting our target.

% Pass 2006-07 NYS ELA Achievement Academy								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
Achievement Academy	2006-07	5	52	17.0%	54.0%	29.0%	0.0%	29.0%
# of AA Scholars	2006-07	5	52	9	28	15	0	15
Achievement Academy	2006-07	6	82	13.0%	65.0%	22.0%	0.0%	22.0%
# of AA Scholars	2006-07	6	82	11	53	18	0	18

Measure 2: Each year the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Progress to Measure:

In 2006-07, Achievement Academy's Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **112 for the 5th grade**. The State Education Department established the AMO for ELA in grades 3 through 8 for a group this size at **109**. In 2006-07, Achievement Academy's Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **109 for the 6th grade**. The State Education Department established the AMO for ELA in grades 3 through 8 for a group this size at **112**. **By these targets, we meet the AMO for the state's No Child Left Behind (NCLB) accountability system in 5th grade, but not in 6th.**

Achievement Academy Performance Index (PI) 2006-07 NYS ELA							
Year	Grade	n	Student Achievement Level			Total % Pass (L3+L4)	PI (L2+L3+L4) + (L3+L4)
			Level 2	Level 3	Level 4		
2006-07	5	52	54.0	29.0	0.0	29.0	112
2006-07	6	82	65.0	22.0	0.0	22.0	109

Comparative Measures:

Measure 3: Each year, the percent of students who have been enrolled in the school for more than two years and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the Albany City Schools.

Progress to Measure: In both the 5th and 6th grade, our scholars did not score as well as the Albany average. Based on the terra nova scores, we know that our incoming 5th graders, on the whole, came with significant academic needs. A large percentage of our scholars may be more academically needy than the Albany School District population as a whole.

% Pass 2006-07 NYS ELA Achievement Academy vs. Albany City School District								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
Achievement Academy	2006-07	5	52	17.0%	54.0%	29.0%	0.0%	29.0%
Albany District	2006-07	5	558	11.3%	38.7%	45.2%	4.8%	60.0%
Achievement Academy	2006-07	6	82	13.0%	65.0%	22.0%	0.0%	22.0%
Achievement Academy – 2 Year Cohort	2006-07	6	63	12.7%	65.1%	22.2%	0	22.0%
Albany District	2006-07	6	526	7.2%	47.9%	40.1%	4.8%	44.9%

We recognize the dramatic improvement we need to make. We are confident that the academic changes we have put into place will significantly accelerate our scholars' achievement. On this comparison, we will surpass Albany city schools while serving a student body with a higher percent of free and reduced and non-white students than the district average.

2006-07 Student Demographics Achievement Academy vs. Albany City School District		
	% Free/Reduced-Price Meals Students	% of Black and Hispanic Students
Achievement Academy	97%	98%
Albany District	67%	73%

In addition, we serve a high percentage of scholars in special education: 23% of the scholars who took the ELA test are classified scholars with disabilities.

Measure 4 Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.¹

Progress to Measure: This analysis is supplied by the Charter Schools Institute based on data from 2005-2006 Last year, we missed this target in ELA.

Comparative Performance Analysis

New York State 2006 English Language Arts (ELA) Examination

Achievement Academy Charter School

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students.

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		61	36.1	48.5	-12.5	-0.65
All	73.3	61	36.1	48.5	-12.5	-0.65

School's Overall Comparative Performance:
<i>Lower Than Expected to a Medium Degree</i>

Value Added Measures:

Measure 5: Beginning with the 2006-2007 school year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Progress to Measure: In year one, 36% met the Level 3 or above target. The gap between 75% and 36% is 39%. To meet our value added target, we needed to achieve an increased proficiency of 20% (1/2 of 39%) for our 6th grade class. Our value added target for this measure was 56%. We did not meet that target. In year two, we had 63 scholars who continued with us for a 2nd year. 22% scored proficient.

¹ CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school's annual Accountability Plan Progress Report.

Goal 2: All students at Achievement Academy Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Absolute Measures:

Measure 1: During the 5-year period of the charter, students who have been enrolled at the school for more than two years will score at levels 3 & 4 on the New York State Math assessment at the following percentages:

Percentage of Students Scoring at Levels 3 & 4 on the Math Assessment

	2005-06 SY	2006-07 SY	2007-08 SY	2008-09 SY	2009-10SY
Grade 5					
Grade 6					
Grade 7			75	75	75
Grade 8				75	75

Please note: Chart does not include target percentages for 5 and 6th grades because other than for retentions 5th and 6th grade students will have been at the school less than 2 years.

Progress to Measure: Only 20% (15 of 76) of our 6th grade scholars scored at level 3 or 4 on the ELA assessment. By January, we need to move our matched cohort to 75% proficient – a 55% jump. Although 55% is a huge leap, we are confident that the changes we’ve put in place with our curriculum and instruction will bring us much closer to meeting our target.

% Pass 2006-07 NYS Mathematics Assessment Achievement Academy								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
Achievement Academy	2006-07	5	48	31.3%	50.0%	16.7%	2.1%	18.8%
# of AA Scholars	2006-07	5	48	15	24	8	1	9
Achievement Academy	2006-07	6	76	35.5%	44.7%	17.1%	2.6%	19.7%
# of AA Scholars	2006-07	6	76	27	34	13	2	15

Measure 2: Each year the school’s aggregate Performance Index on the State Mathematics exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Progress to Measure:

In 2006-07, Achievement Academy’s Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **87.6 for the 5th grade**. The State Education Department established the AMO for mathematics in grades 3 through 8 for a group this size at **72**. In 2006-07, Achievement Academy’s Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **84.1 for the 6th grade**. The State Education Department established the AMO for ELA in grades 3 through 8 for a group this size at **75**. **By these targets, we meet the AMO for the state’s No Child Left Behind (NCLB) accountability system.**

Achievement Academy Performance Index (PI) 2006-07 NYS Mathematics							
Year	Grade	n	Student Achievement Level			Total % Pass (L3+L4)	PI (L2+L3+L4) + (L3+L4)
			Level 2	Level 3	Level 4		
2006-07	5	48	50.0%	16.7%	2.1%	18.8%	87.6
2006-07	6	82	44.7%	17.1%	2.6%	19.7%	84.1

Comparative Measures:

Measure 3: Each year, the percent of students who have been enrolled in the school for more than two years and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the Albany City Schools.

Progress to Measure: In both the 5th and 6th grade, our scholars did not score as well as the Albany average. Based on the terra nova scores, we know that our incoming 5th graders, on the whole, came with significant academic needs. A large percentage of our scholars may be more academically needy than the Albany School District population as a whole.

There were 58 scholars who were in the 2nd year of our program. Of those 58 scholars (2 year cohort data), 17.2% scored proficient.

% Pass 2006-07 NYS Mathematics Achievement Academy vs. Albany City School District								
	Year	Grade	N	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
Achievement Academy	2006-07	5	48	31.3%	50.0%	16.7%	2.1%	18.8%
Albany District	2005-06	5	572	13.6%	34.8%	42.7%	8.9%	51.6%
Achievement Academy	2006-07	6	76	35.5%	44.7%	17.1%	2.6%	19.7%
Achievement Academy – 2 Year Cohort	2006-07	6	58	38.9%	44.8%	13.8%	3.4%	17.2%
Albany District	2006-07	6	542	16.6%	26.6%	46.7%	10.1%	56.8%

Measure 4 Each year, the school will exceed its expected level of performance on the State Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.²

Progress to Measure: This analysis is supplied by the Charter Schools Institute based on data from 2005-2006 Last year, we missed this target in mathematics.

² CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school's annual Accountability Plan Progress Report.

Comparative Performance Analysis

New York State 2006 Mathematics Examination

Achievement Academy Charter School

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students.

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		65	27.7	50.9	-23.3	-1.01
All	73.3	65	27.7	50.9	-23.3	-1.01

School's Overall Comparative Performance:
<i>Lower Than Expected to a Large Degree</i>

Value Added Measures:

Measure 5: Beginning with the 2006-2007 school year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Progress to Measure: In year one, 36% met the Level 3 or above target. The gap between 75% and 36% is 39%. To meet our value added target, we needed to achieve an increased proficiency of 20% (1/2 of 39%) for our 6th grade class. Our valued added target was to have 56% of our scholars scoring proficient. Unfortunately, our percent of scholars scoring proficient declined to 19.7%. In year two, we had 58 scholars who in their 2nd year in our program. 17.2% percent scored proficient.

Goal 3: All students at Achievement Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning and problem solving.

Absolute Measures:

Measure 1: In each year, 75 percent of eighth graders enrolled in Achievement Academy Charter School for more than two years will perform at or above Level 3 on the New York State science examination.³

Progress to Measure: The school will report on this data at the conclusion of the 2008-09 school year.

³ Achievement Academy Charter School will not enroll 8th graders until the 2008-2009 school year.

Comparative Measures:

Measure 2: Each year, the percent of students enrolled for more than two years and performing at or above Level 3 on the State science examination will be greater than that of the Albany City Schools.

Progress to Measure: The school will report on this data at the conclusion of the 2008-09 school year.

Goal 4: All students at Achievement Academy Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Absolute Measure:

Measure 1 In each year, 75 percent of eighth graders enrolled in Achievement Academy Charter School for more than two years will perform at or above Level 3 on the New York State social studies examination.

Progress to Measure: As the school has just completed its second year of operation, it cannot yet report on this measure. Please note, however, that in the 2005-06 school year 86 percent of the students at Achievement Academy scored at or above the proficient level (levels 3 or 4).

Measure 2: Each year, the percent of students enrolled for two or more years and performing at or above Level 3 on the state social studies examination will be greater than that of the Albany City Schools.

Progress to Measure: As noted above, 86% of our 6th grade scholars achieved level 3 or 4 proficiency when taking the exam as 5th graders. In 2005-2006, Albany City Schools had 57% score at level 3 and 24% score at level 4 in the 5th grade. In the 6th grade, 26% scored at level 3 and 4% scored at level 4.

Goal 5: Achievement Academy Charter School will maintain “good standing” as identified under New York State’s No Child Left Behind Accountability System.

Measure 1: Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” as determined by the State Education Department for each year of its charter.

Progress to Measure: Based on the data in the level 2 repository on December 28, 2006, Achievement Academy continues to be a charter school in good standing (see attached copy).