

A vertical banner on the left side of the page. It features a green background with the letters 'S', 'C', 'C', and 'K' stacked vertically in white. Below this, there is a black diagonal section with the text 'KCCS' and 'The Road to College Begins in Kindergarten' in white.

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**King Center Charter School
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By:

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Antoinette Rhodes, Principal; Omarlla Roulhac, Director of Curriculum & Instruction; Christopher Ciechoski, Assistant Director of Curriculum & Instruction prepared this 2014-15 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Catherine Wettlaufer	President
Michelle Martin	Vice President
Brooke Anderson-Tompkins	Secretary
Carl Morgan	Treasurer
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Steven Biltekoff	Member

Keith W. Frome has served as the Executive Director since 2012.

INTRODUCTION

The King Center Charter School (KCCS) opened on August 14, 2000 with eighty kindergarten to Grade 3 students. In 2001, KCCS added a fourth grade class increasing enrollment to 100, and implemented an early admissions program which allowed the school to provide school readiness activities for those three and four-year old students for whom kindergarten spots had been reserved. This program is no longer in effect in accordance with New York State Charter School Admissions law. All students in all grades are selected by a lottery. In 2010, the school admitted its first fifth grade cohort and a second class of first grade students which increased the student population to 176 students. In 2011, we added our first section of sixth grade and a second section of third grade. The 2011 cohort of 6th graders graduated from the school in June of 2012 because KCCS did not have a 7th grade. The school subsequently applied for and was granted an extension to its charter to add grades 7 and 8. The school added its first class of 7th graders in 2013. In the school year 2013-2014, KCCS operated with two sections of students K-4 and one section each of 5th, 6th, and 7th grades. In the 2014-15 school year, KCCS operated with its' first section of 8th grade and graduated the first ever class from KCCS. At full run rate, KCCS will serve 435 students, K-8, with two sections each K-6 and 8 sections of 12 students each in grades 7-8.

The key design elements for the 2014-2015 school year included:

1. Strong parental involvement through participation in three teacher conferences per year, homework support, volunteer opportunities and a working Parent-Teacher Organization;
2. Implementation of New York State Common Core Standards for all grades;
3. 8 days of in-service professional development and preparation for the faculty and staff before the advent of the school year followed up by weekly professional development sessions;
4. Use of on-going formative assessment data to inform dynamic learning objective guides;
5. Continuation of a K-8 KCCS writing program in which each student employed the writing process to compose 4 extended non-fiction pieces and one short story;
6. Longer school day for grades K-6 than a typical Buffalo public school and an extended day for the 7th & 8th graders to cover sports, homework help, and enrichment activities;
7. A summer reading and math program for struggling students;
8. Departmentalized academic instruction beginning in 4th grade;
9. Two certified teachers in each classroom;
10. Research-driven KCCS middle school advisory program founded on non-cognitive principles that strengthen tenacity in children and that emphasizes the acquisition of college knowledge;
11. Social, emotional and health support systems for families and students implemented by a full-time nurse, social worker and a Director of MS Guidance;
12. Community partnerships with mental health clinics, private schools, and athletic organizations;
13. Continued Commitment to technology, making it possible for all teachers to integrate digital tools into their daily teaching;
14. Integration of individualized augmented learning through Compass Learning Odyssey for all students K-8;

15. Purchased school laptops for all students in grades 3-8.
16. Daily morning meetings with the entire student body to emphasize shared community values and to instill background knowledge and reinforce academic vocabulary and critical thinking;
17. ESL services & ExEd Services
18. Created, Published and distributed the “KCCS Guide to Using Academic Language with your Children” for all students at KCCS;
19. Implemented online Saturday school for all students in grades 3-8 on the KCCS Campus.

The King Center Charter School is located on the east side of Buffalo, which is one of the most impoverished urban communities in the United States. Almost all of its students are economically disadvantaged. While the school continues to attract African-American students from its east side neighborhood, it is beginning to enroll more and more immigrant families. In order to serve this population, KCCS added its first ESL teacher two years ago. In 2013-2014, in response to growing demand, the school’s strategic plan, and more complex programmatic needs, the KCCS Board of Trustees decided to purchase Buffalo Public School 71, which was 2 miles from the school’s original site. The new school building afforded the school a gym and an auditorium as well as more than 20,000 more square feet of instructional space so that all of the grades and staff could be housed under one roof. In addition, by owning its facility rather than renting, the Board could allocate more dollars to direct student services. The KCCS Board completed the purchase of School 71 at the end of the 2013-2014 school year and spent the summer of 2014 renovating the building.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2011-12	47	46	47	24	24	25	23	-	-	238
2012-13	44	47	50	46	25	23	25	-	-	260
2013-14	57	52	49	45	43	24	21	22	-	313
2014-15	56	54	51	57	40	43	21	23	22	367

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Every two weeks, each lead teacher meets with the School Principal, the Director of Instruction and Curriculum, and the School Social Worker to collaboratively analyze leading indicator ELA data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the delivery of training for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, intervention, parent conferences, home visits, etc.

In the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full implementation in 2012-2013. After analyzing the results from the 2013 state assessments, the KCCS leadership team determined that the assessment materials in the Scott Foresman Common Core textbook series that the school had purchased in anticipation of the state's adoption of the Common Core standards were misaligned with the actual New York State assessments. The Scott Foresman assessments lacked critical thinking rigor and its benchmark tests did not reflect the format or the length of the New York State assessments. We notified Pearson representatives of the inadequacy of their assessments and they sent curriculum specialists to our school to meet with us and give us additional resources. The school decided that it had to reorganize the Pearson materials by adding new reading and literature pieces, reformatting the vocabulary questions and adding short/extended responses so that they were more reflective of the New York State assessments.

At the same time, KCCS tested every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provided regular small-group reading intervention to students who were below reading level according to the new Common Core standards. Our theory of change was that since a student can't critically engage with a text he or she can't read, we needed to quickly attend to our student's reading skills to catch them up to the new expectations.

In addition, we devoted professional development time during the year to teaching teachers how to teach critical thinking in both verbal and written environments.

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 3rd through 8th 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 (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	52			2	54
4	41			1	42
5	42			1	43
6	20				20
7	23				23
8	22				22
All	200			4	204

Results

98% of enrolled KCCS students took the 2014-15 State English Language Arts Exam. The 2% that were not tested refused to take the test given the publicity of the opt-out movement that was occurring statewide.

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.

**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	8%	52	8%	51
4	17%	41	18%	40
5	36%	42	38%	40
6	0%	20	0%	20
7	22%	23	22%	23
8	18%	22	18%	22
All	18%	200	18%	196

Results

In 2014-2015, 18% of all KCCS students performed at or above the level 3 cut score on the New York State ELA assessments and 18% of KCCS students in at least their second year performed at or above the level 3 cut score on the New York State ELA assessments.

Evaluation

KCCS did not meet its goal of 75% of its students achieving either a level 3 or 4 on the New York State assessments. The school maintained an overall proficiency rate of 18% from the previous year.

We saw the best results in 5th grade with 38% of students in at least their second year achieving a level 3 or better and of that 38%, 14% were at a level 4. We attribute the increase from 0% in 2014 to 38% in 2015 to a change in pedagogy and the implementation of the Instructional protocols from Expeditionary Learning by our veteran 5th grade teacher. These practices will be incorporated into all grades for the 2015-16 school year in an effort to boost student achievement and increase student capacity to read, think, talk and write about complex text. Our 6th grade cohort performed below expectation given that their overall achievement results and growth in the NWEA MAP Testing, F&P results, and formative benchmark assessments were among the strongest in the school.

While exit polling students we found the continuing theme of students struggling with distractors, drawing inferences, archaic vocabulary and complex language. The tests contained stories which did not have a real world connection with our students and were often out dated and misaligned with much of the modern literature which we infuse within our curriculum. The students continued to struggle with applying background knowledge to gain basic understanding of what the text was explicitly explaining.

The percentage of 2-year or more students at KCCS who scored at a Level 2 or above, who were, therefore, at least partially proficient, was 56% coming close to matching the New York statewide

average of 68%, even though we serve so many economically disadvantaged students, and far outpacing the results of our neighboring schools (see chart below). . We need to convert these Level 2s to 3s and make significant progress in achieving our accountability plan.

	Percent at or Above Level 2	
	% Free Lunch	Total
KCCS - All students	96%	56%
KCCS - 2nd Year Students	96%	57%
Harriet Tubman Academy	93%	19%
Build Academy	90%	14%
Dr. MLK Jr. Multicultural Center	90%	16%
Harvey Austin School 97	88%	21%
PS 59 Charles Drew Sci. Magnet	88%	21%
Buffalo Public	76%	37%

Additional Evidence

In the Common Core testing era, KCCS has shown an increase in the percentage of all students achieving at least a level 3 on the New York State ELA assessments and a slight increase in the percentage of students who have been with the school for at least 2 years. We expect to see continued growth in our overall proficiency with the adoption of practices from Expeditionary Learning protocols that proved to be an effective practice with our 5th grade cohort during the 2014-15 school year. In addition to the protocols we have also added an additional Reading Specialist to directly address the cohorts who achieved less than expected results.

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	17.1%	35	27%	34	8%	51
4	4%	24	15%	41	18%	40
5	20%	20	9%	23	38%	40
6	21.7%	23	0%	21	0%	20
7	-	-	24%	21	22%	23
8	-	-	-	-	18%	22
All	15.7%	102	16%	140	18%	196

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

KCCS did not meet the AMO set by New York State on the 2014-15 English Language Arts Exams.

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
200	44%	39%	14%	4%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39 & + & 14 & + & 4 & = & 57 \\
 & & & & 14 & + & 4 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 75
 \end{array}$$

Evaluation

KCCS did not meet the PLI for ELA despite strong results in 5th grade and 7th grade comparatively. These results reinforce our overall interpretation that the school is actually close to achieving its accountability plan in ELA and that we need to continue to implement the programs we have in place with some strategically targeted adjustments at those grade levels that showed lower than expected performance this year.

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

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

KCCS students in at least their 2nd year outperformed the Buffalo district by 6 percentage points.

**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	8%	51	12%	2,165
4	18%	40	14%	2,141
5	38%	40	11%	2,151
6	0%	20	11%	2,152
7	22%	23	10%	2,082
8	18%	22	14%	2,053
All	18%	196	12%	12,744

Evaluation

In 2015, KCCS outperformed all schools in Buffalo by 6 percentage points, a difference of 40% in ELA, for students who have been with the school for 2 or more years. The gap was widest in 5th and 7th grades. The 5th grade KCCS cohort proficiency rate was three times that of the district student in the same grade. We contribute this to the inclusion of expeditionary learning practices and a focus on student writing. The 7th grade was taught in a 12-student seminar format, which we believe contributed to their greater success when compared to the entire district.

KCCS also outpaced the Buffalo School District in the percentage of students performing at or above partial proficiency. The KCCS Level 2-4 rate was 65 % compared to the Buffalo Public School Level 2-4 rate of 37%.

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](#).

Additional Evidence

KCCS continues to outscore the entire Buffalo Public School District in ELA, the District had a 76% Free Meal rate; KCCS's Free Meal rate was 94%. When compared to east side Buffalo Public Schools that enroll a similar demographic as KCCS, KCCS has demonstrated significantly more success in ELA over the last three years, see charts below.

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	17.1%	12%	27%	13%	8%	12%
4	4%	10.7%	15%	15%	18%	14%
5	20%	9.8%	9%	9%	38%	11%
6	21.7%	12.3%	0%	10%	0%	11%
7	-	-	24%	11%	22%	10%
8	-	-	-	-	18%	14%
All	16%	11%	16%	12%	18%	12%

2014-15 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	KCCS Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	8%	51	11%	28	3%	39	0%	38
4	18%	40	2%	43	0%	49	7%	30
5	38%	40	0%	46	0%	49	3%	39
6	0%	20	3%	37	5%	40	4%	56
7	22%	23	0%	50	0%	38	0%	35
8	18%	22	0%	49	5%	39	5%	40
All	18%	196	2%	253	2%	254	3%	238

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

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2012-13	3-6	15.7	102	2.75	182	2.03	198	4.45	281
2013-14	3-7	16%	140	1%	210	2%	239	2%	328
2014-15	3-8	18%	196	2%	253	2%	254	3%	238

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 statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar 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 KCCS Overall Comparative Performance was slightly higher than expected for 2013-14 English Language Arts.

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	100.00	42	31	16.4	14.6	1.16
4	86.0	43	16	21.7	-5.7	-0.41
5	95.8	23	9	15.1	-6.1	-0.54
6	95.2	21	0	12.6	-12.6	-1.21
7	95.5	21	24	12.7	11.3	1.05
8	-	-	-	-	-	-
All	94.1	150	18.0	16.7	1.3	0.10

School's Overall Comparative Performance:

Slightly higher than expected

Evaluation

KCCS demonstrated a slightly higher than expected aggregate Effect Size, showing stronger results in 3rd and 7th grade. The data illustrates the school's shift to the more rigorous Common Core assessments and standards, demonstrating a somewhat uneven adjustment across grades. Though local conditions, such as poor transportation options that limit some families' ability to participate in extra academic offerings, may play a role in dampening the KCCS effect size, the faculty and administration of the school aim to employ research-based best practices that ought to increase achievement for our students regardless of local context.

Additional Evidence

Since the advent of the Common Core Standards in ELA, KCCS has been showing steady progress to meet the predicted aggregate effect size as determined by the Charter School Institute. KCCS slightly exceeded the aggregate effect size for the 2013-14 school year.

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	3-6	89.2	96	33.3	35.4	-0.12
2012-13	3-6	90.8	116	14.6	16.6	-0.08

2013-14	3-7	94.1	150	18.0	16.7	.10
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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 ELA mean growth data for 2013-2014 demonstrates that our students grew at a slightly greater rate than the state median. Grades 5 and 6 demonstrated the strongest growth rates for the school.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.0	50.0
5	55.5	50.0
6	59.5	50.0
7	48.0	50.0
8	-	50.0
All	<u>51</u>	50.0

Evaluation

The growth data demonstrates that KCCS met its growth measure. The data reflects the school’s internal formative assessment results that show our students are learning and achieving but not at

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.

a rate fast enough to catch up quickly to the absolute levels of the new Common Core assessment expectations.

Additional Evidence

For the second year in a row, KCCS has achieved a mean growth percentile score greater than the statewide median.

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

Grade	Mean Growth Percentile			Statewide Median
	2011-12 ⁶	2012-13	2013-14	
4		-	46.0	50.0
5		60	56.0	50.0
6		49	58	50.0
7		58.5	52	50.0
8		-	-	50.0
All	46	55.8	51.5	50.0

Goal 1: Optional Measure

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.

Method: NWEA MAP

Result: 38%

Evaluation: Students have shown growth in exceeding their grade level RIT as compared to last year’s aggregate result of 26% proficient. This growth may be partially contributed to the inclusion of a computer adaptive program that targeted skill weakness identified by NWEA MAP Assessments for reading. Students continue to adapt to the online test-taking environment and are working on becoming more effective test takers for technology based assessments.

Goal 1: Optional Measure

Each year, 75% of students will achieve proficiency on Benchmark Examinations.

Method: Teacher Redacted Pearson Benchmarks

Results: 46%

Evaluation: KCCS redacted the Scott Foresman Benchmarks to be longer and added more difficult questions to align with the rigor of the New York State Common Core Assessments. The tests were modified this year to include materials from EngageNY for tighter alignment to the NYS Testing expectations.

⁶ Grade level results not available.

Goal 1: Optional Measure

Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric.

Method: Evaluation of Extended Writing Using Pearson Writing Rubric

Results: 74% at or above a Level 3 on the Scott Foresman Writing rubric

Evaluation: Students were evaluated on 5 extended writing pieces and demonstrated the ability to write over extended periods of time and be active participants in the writing process. KCCS continues to refine the writing program to meet our goal of 75% of students at or above a level 3 using the Scott Foresman Writing rubric.

Goal 1: Optional Measure

Each year, 100% of students will complete 5 bound writing pieces.

Method: Pieces were required, evaluated, collected, and bound (Narrative, Argumentative, Informational, Personal Essay, Short Story)

Results: 100% complete

Evaluation: All students experienced and learned the process of writing extended pieces throughout the year.

Goal 1: Optional Measure

Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing

Method: F&P Baseline and follow-up assessments were given throughout the year by a team of specially trained reading instructors

Results: 49%

Evaluation: Students showed growth throughout the year but were not growing rapidly enough to reach the elevated Common Core F&P Expectations. The school did however show a growth of 10 percentage points for students reading at our above grade level when compared to the previous school year.

Goal 1: Optional Measure

Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (*Grades 1-7 only)

Method: Year-end F&P results over Fall baseline

Results: 95%

Evaluation: This aligns with other measures indicating overall academic growth in the student body after interventions are put in place but not rapid enough growth to hit absolute Common Core grade level expectations.

Goal 1: Optional Measure

Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline

Method: Kindergarten Year-end F&P assessment results over Winter baseline

Results: 95%

Evaluation: Kindergarten students demonstrated tremendous growth in their reading skills. In the 2013-14 school year, we ended with 18% on-level compared to 56% at the 2014-15 school year.

Summary of the English Language Arts Goal

KCCS fell short of achieving its Absolute Goals while achieving its comparative and growth measures goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not 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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.	Did Not Achieve
Absolute	Each year, 75% of students will achieve proficiency on Benchmark Examinations.	Did Not Achieve
Absolute	Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric	Did Not Achieve
Absolute	Each year, 100% of students will complete 5 bound writing pieces.	Achieved
Absolute	Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing.	Did Not Achieve
Growth	Each year, 75% of students will increase from their Fountas and	Achieved

	Pinnell Fall baseline. (*grades 1-7 only)	
Growth	Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline	Achieved

Action Plan

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that are in need of improvement. Students have shown demonstrable progress in NWEA MAP Assessments and F&P Assessments. Our levels 2-4 remain comparatively strong for our demographics.

In response to the aggregate outcome data from the Spring of 2015, KCCS plans to implement an action plan that is centered around pedagogy that increases independence and automaticity along with a continued emphasis on building background knowledge and the acquisition and application of academic vocabulary words. This shift in pedagogy comes from our evaluation that students do not perform as well on state exams as they do in the classroom because they need to learn to solve problems independently as well as have the background knowledge and vocabulary to navigate through complex texts. KCCS will implement the following provisions into its program to raise student achievement in 2016:

*KCCS Academic Vocabulary Books: Vocabulary Word of the Day	Specialized Professional Development
*Odyssey Computer Program: Assigned time in daily class schedule,	Inclusion of NYS ELA Modules, Expeditionary Learning Instructional Protocols
*Refine KCCS Writing Program	*Daily exit slips based on learning targets derived from common core standards
Additional Reading Interventionist (1)	*Saturday School (begin in November)
Increase Intervention for 7-8 cohort	

* continue and build from last school year

1. KCCS Academic Vocabulary Books: Last school year, we developed an academic vocabulary book, which was published and sent home to all students K-8. This year we plan to continue using the vocabulary books by incorporating a vocabulary “word of the day” in each classroom. The vocabulary words were developed to target challenging words that were most often used in the curriculum for building academic language, reading, writing and speaking skills.
2. Odyssey Computer Program: With the implementation of Odyssey Computer Program through Compass Learning, we noticed an increase in our MAP school wide assessment scores in the 2014-15 school year. This school year, each classroom (grades K-8) will have assigned Odyssey computer slots built into their schedule. Odyssey will individually target weak skills as well as enrich, based on students’ Fall/Winter/Spring MAP testing results. Compass Learning will also be providing additional training to staff throughout the 2015-16 school year
3. Refine KCCS Writing Program: The KCCS writing program will be refined to include specific time frames for instruction as it relates to the components of the common core writing standards for each grade level. Mini-lessons will include, writing rubrics, anchor papers, free writes, grammar, drafting, editing, revising and publishing, all noted in a week-by-week pacing schedule. All students will complete 5 long writing pieces throughout the duration of the school year. We will also include on-going professional development that will include master teachers sharing their craft with the staff. We have appointed our fifth grade teacher to provide extra support and guidance to all K-8 writing teachers. She will conduct classroom observations, lead professional development and offer strategies to support instructional goals for writing.
4. Additional Reading Interventionists: This school year, we have cut several administrative positions in order to afford more direct interventionists to better serve our students. We have hired 1 additional full time

reading interventionist. Our goal is to use our reading interventionists in our most critical areas to support during the core instruction and also provide Tier II and Tier III interventions to our struggling students.

5. Increase Intervention in 7-8 Cohort: Based on the trends of the last 2 years, we have decided to increase the academic intervention services for our middle school co-hort. Each section will include a 43-minute block of intervention in the schedule each day. The intervention will consist of small group targeted instruction that will focus on weak skills revealed through data. Additional ELA interventionists will join the lead teacher to conduct small group sessions specific to student need. Student intervention data will be tracked and each child will be progress monitored bi-weekly at minimum. (Specific programming materials TBD).
6. Specialized Professional Development: This year, we are aiming to include specialized training for staff members based on teacher need and specific content area. We plan to seek out training from Erie 1 BOCES, Educational Vistas Inc., as well as remote conferences that we will participate in by cohort/department/content area. Our focus will be raising student achievement with a focus on math, writing and ELA specifically. We plan to attend and train teachers on how to incorporate instructional strategies that increase independent student mastery of common core standards and skills. Our goal is to continue to find ways to move from teacher-guided practices to producing more independent student-driven instruction and performance.
7. Inclusion of NYS Modules/Instructional Protocols/Daily Exit Slips: As a supplement to the core instructional program, we will incorporate instructional strategies and lesson components from the NYS Modules. At a minimum, there will be at least two components from the modules each week in ELA and writing. We will transition to the language of "I CAN" statements based on daily learning targets. Mastery of learning targets will be tracked by using daily exit slips at the end of each lesson matching the "I CAN" statement of the day. The learning targets will replace the general listing of target skills for each week. Student progress toward learning targets will also be tracked in eDoctrina online systems.
8. Saturday School: We will continue to host Saturday school this school year from 9-11 a.m. using the Odyssey Computer Program. Saturday school will be open for all students in grades K-8 beginning in November.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that included assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the educational plan. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator math data from a variety of assessments that had been aligned with the New York State Common Core standards. These assessments were used to prioritize academic intervention services as well as to help adjust lesson plans and learning objective guides. In addition, each teacher in grades 3-8 met on a bi-weekly basis with the school's leadership team and social worker to track progress in math and ELA and cross-reference with patterns in attendance and behavior. When students emerged as falling off track, support action plans were created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

In the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full implementation in 2012-2013. In the 8 days of professional development leading up the beginning of the 2013-2014 school year, the KCCS faculty received professional development and planning time for the full implementation of the standards. In addition, knowing that the Mathematics standards emphasized critical thinking and analysis of mathematical concepts and procedures, the faculty was given extra support and instruction on how to teach the deeper meaning behind mathematical concepts and how to use problem-solving skills to analyze and dissect complex mathematical concepts, procedures and theories. During the 2014-15 school year, KCCS departmentalized math for grades 4 through 8. KCCS hired a veteran mathematics teacher to lead the 6th grade cohort in order to provide the previous 5th/6th grade teacher the ability to focus solely on the 5th grade curriculum and mastering the skills needed to reach proficiency. KCCS also deployed an adaptive, student-data centered computer program to help reach student deficiencies in an individualized manner. This solution was provided to all students in grades K-8. KCCS also added two math specialists to help support during core instruction as well as providing academic intervention services for struggling students.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th 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	50				54
4	40				42
5	43				43
6	20				20
7	23				23
8	21				22
All	197				204

Results

In 2015, 17% of all the students at KCCS and 18% of the students enrolled in at least their 2nd year were proficient in math based on the New York State Common Core Assessments. Grades 3 and 4 represented the strongest results with 27% and 23% respectively. Overall, 52% of the KCCS students were at least partially proficient, scoring between a level 2 and 4.

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.

**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	26%	50	27%	49
4	23%	40	23%	39
5	14%	43	15%	41
6	20%	20	20%	20
7	0%	23	0%	23
8	10%	21	10%	21
All	17%	197	18%	193

Evaluation

KCCS saw greater success in grades 3 and 4 as compared to the other grades. After evaluating the results we noticed a trend in students having deficiency in solving multi-step word problems. Within this deficiency we also observed a trend in which students struggled with basic math facts, fractions and the ability to understand and apply properties of the base ten system when posed as a word problem. Students also continued to struggle expressing and demonstrating work that would warrant full credit on the constructed response questions.

Additional Evidence

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

KCCS math performance increased by 4% from last year with the highest results coming in 3rd and 4th grade. This increase in proficiency for 4th grade students may be a result of the departmentalization of the 4th grade math program. The percentage for students in at least their second year scoring a Level 2 or greater fell slightly from 56% in 2015 to 52% in 2014. Despite a slight decrease in overall Levels 2-4, KCCS once again outperformed neighboring school with similar demographics and the district when comparing overall percentage of students at levels 2-4.

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	22%	36	29%	34	27%	49
4	16%	24	12%	41	23%	39
5	10%	20	0%	23	15%	41
6	13%	23	10%	21	20%	20
7	-	-	10%	21	0%	23
8	-	-	-	-	10%	21
All	16.5%	103	14%	140	18%	193

Mathematics Performance for Levels 2-4 for Schools with Similar Demographics

	Percent at or Above Level 2	
	% Free Lunch	Total
KCCS - All students	96%	52%
KCCS - 2nd Year Students	96%	52%
Harriet Tubman Academy	93%	18%
Build Academy	90%	17%
Dr. MLK Jr. Multicultural Center	90%	24%
Harvey Austin School 97	88%	30%
PS 59 Charles Drew Sci. Magnet	88%	23%
Buffalo Public	76%	40%

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

KCCS did not achieve a Performance level index greater than the state AMO.

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
197	48	35	14	4

$$\begin{array}{rcccccccc}
 \text{PI} & = & 35 & + & 14 & + & 4 & = & 53 \\
 & & & & 14 & + & 4 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 71
 \end{array}$$

Evaluation

KCCS did not achieve a Performance Level Index greater than the State AMO despite strong results from our 3rd, 4th and 6th grade cohorts. The 7th grade cohort showed the worst performance with respect to students obtaining at least a Level 2 or higher. This cohort and their teacher will work closely with our math specialists to determine what deficits will need to be addressed given the data from the 2014-15 NYS Mathematics Exam.

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

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

For students in at least their second year at KCCS, KCCS outperformed the district average by 3 percentage points.

**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
3	27%	49	18%	2,185
4	23%	39	18%	2,132
5	15%	41	18%	2,121
6	20%	20	15%	2,052
7	0%	23	12%	1,922
8	10%	21	9%	1,863
All	18%	193	<u>15%</u>	12,275

Evaluation

KCCS exceeded the aggregate district performance by 3% points. KCCS saw the greatest differences in proficiency rate in grade 3, 4 and 6 when compared to the district aggregate. KCCS exceeded the district aggregate in these grades between 5 and 9 percentage points.

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](#).

Additional Evidence

KCCS has demonstrated a history of outscoring the District of Buffalo on NYS math assessments. In 2015, it exceeded the local district by 3 percentage points. When comparing the percentage of student reaching proficiency and the percentage of students at a Level 2 or greater, KCCS continues to outperform the district as well as schools with similar demographics within Buffalo (see charts below).

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	22%	13.5%	29%	16%	27%	18%
4	16%	10.2%	12%	16%	23%	18%
5	10%	9.3%	0%	13%	15%	18%
6	13%	10.7%	10%	15%	20%	15%
7	-	-	10%	10%	0%	12%
8	-	-	-	-	10%	9%
All	16.5%	11%	14%	14%	18%	15%

2013-14 Mathematics Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	49	7%	31	3%	39	3%	38
4	23%	39	5%	41	0%	48	4%	28
5	15%	41	11%	46	0%	47	5%	38
6	20%	20	14%	36	5%	41	0%	58
7	0%	23	0%	48	0%	32	0%	32
8	10%	21	4%	49	3%	34	0%	28
ALL	18%	193	6%	251	2%	241	2%	222

Mathematics Performance for Levels 2-4 for Schools with Similar Demographics

	Percent at or Above Level 2	
	% Free Lunch	Total
KCCS - All students	96%	52%
KCCS - 2nd Year Students	96%	52%
Harriet Tubman Academy	93%	18%
Build Academy	90%	17%
Dr. MLK Jr. Multicultural Center	90%	24%
Harvey Austin School 97	88%	30%
PS 59 Charles Drew Sci. Magnet	88%	23%
Buffalo Public	76%	40%

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

The KCCS effect size was lower than expected for the 2013-14 school year.

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	100	42	33	24.4	8.6	0.52
4	86.0	43	12	29.3	-17.3	-0.88
5	95.8	23	0	23.0	-23.0	-1.32
6	95.2	21	10	19.1	-9.1	-0.53
7	95.5	21	10	14.0	-4.0	-0.27
8	-	-	-	-	-	-
All	94.1	150	15.5	23.4	-7.9	-0.42

School's Overall Comparative Performance:
<i>Lower than expected</i>

Evaluation

KCCS did not meet the aggregate effect size measure for all students. Grade 3 showed a positive effect size of .52 but all other grades results were lower than expected.

Additional Evidence

The KCCS aggregate effect size has fallen since the advent of more rigorous standards and longer tests. KCCS continues to work on increasing the percentage of students reaching proficiency in mathematics on a consistent basis.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-6	89.2	95	40	45	-0.39
2012-13	3-6	90.7	117	16.2	20.0	-0.24
2013-14	3-7	94.1	150	15.5	23.4	-0.42

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

Results

The KCCS mean growth score is below the state median average, with 6th grade scoring well above the statewide median.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	31	50.0
5	27	50.0
6	62	50.0
7	44	50.0
8	-	50.0
All	<u>39</u>	50.0

Evaluation

KCCS did not exceed the aggregate statewide median for Mean Growth. Our analysis of these results showed that our students continued to struggle with multi-step words problems and the appropriate application of mathematical practices as they relate to the selection of appropriate methods for solving problems mathematically.

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.

Additional Evidence

KCCS saw a regression to an aggregate mean growth percentile equal to our 2011-12 results. Given these results and the accompanying data we focused our instruction on building students abilities and capacity to apply mathematical reasoning and tools appropriately to better solve multi-step word problems.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		-	31	50.0
5		51	27	50.0
6		59	62	50.0
7		67.5	44	50.0
8		-	-	50.0
All	39	59.2	39	50.0

Goal 2: Optional Measure

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics

Method: NWEA Map Assessments

Results: 28%

Evaluation: Students have shown growth in meeting/exceeding their grade level RIT as compared to last year's aggregate result of 18% proficiency. While we did not meet our overall goal of 75% of students at or above their grade level RIT score we did see 58% of student meet their projected growth target for grades 3-8. This reinforces our observation that our students are growing but not at a rate fast enough to overcome deficits and reach grade level.

This growth may be partially contributed to the inclusion of a computer adaptive program that targeted skill weakness identified by NWEA MAP Assessments for reading. Students continue to adapt to the online test-taking environment and are working on becoming more effective test takers in the online environment.

¹² Grade level results not available.

Goal 2: Optional Measure

Each Year, 75% of students will achieve proficiency on Math Benchmarks.

Method: Redacted bi-weekly Scott Foresman Benchmarks

Results: 53%

Evaluation: Benchmark materials were edited for greater rigor and length making the proficiency benchmark more challenging.

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
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.	Achieved
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
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics	Did Not Achieve
Absolute	Every Year, 75% of students will achieve proficiency on Math Benchmarks.	Did Not Achieve

Action Plan

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that are in need of improvement. Students have shown demonstrable progress in NWEA MAP Assessments. Our levels 2-4 remain comparatively strong for our demographics.

In response to the aggregate outcome data from the Spring of 2015, KCCS plans to implement an action plan that is centered around pedagogy that increases independence and automaticity along with a continued emphasis on building background knowledge and the acquisition and application of academic vocabulary words. This shift in pedagogy comes from our evaluation that students do not perform as well on state exams as they do in the classroom because they need to learn to solve problems independently as well as have the background knowledge and vocabulary to navigate through complex and multi-step problems. KCCS will implement the following into its program to increase its performance in 2016:

*Odyssey Computer Program: Assigned time in daily class schedule,	Inclusion of NYS Math Modules as supplementation to the core
Additional Math Interventionist (2)	*Daily exit slips based on learning targets derived from common core standards
Increase Intervention for 7-8 cohort	*Saturday School (begin in November)
Specialized Professional Development	

* continue and build from last school year

1. Odyssey Computer Program: With the implementation of the Odyssey Computer Program through Compass Learning, we noticed an increase in our MAP school wide assessment scores in the 2014-15 school year. This school year, each classroom (grades K-8) will have assigned Odyssey computer slots built into their schedule. Odyssey will individually target weak skills as well as enrich, based on students' Fall/Winter/Spring MAP testing results. Compass Learning will also provided trainings and support to staff throughout the 2015-16 school year.
2. Additional Mathematics Interventionists: This school year, we have cut several administrative positions in order to afford more direct interventionists to better serve our students. We have hired 1 additional full time math interventionist and 1 part-time math interventionist. Our goal is to use our math interventionists in our most critical cohorts to support during the core instruction and also provide Tier II and Tier III interventions to our struggling students.
3. Increase Intervention in 7-8 Cohort: Based on the trends of the last 2 years, we have decided to increase the academic intervention services for our middle school cohort. Each section will include a 43-minute block of intervention in the schedule each day. The intervention will consist of small group targeted instruction that will focus on weak skills revealed through data. Additional Math interventionists will join the lead teacher to conduct small group sessions specific to student need. Student intervention data will be tracked and each child will be progress monitored bi-weekly at minimum. (Specific programming materials TBD).
4. Specialized Professional Development: This year, we are aiming to include specialized training for staff members based on teacher need and specific content area. We plan to seek out training from Erie 1 BOCES, Educational Vistas Inc., as well as remote conferences that we will participate in by cohort/department/content area. Our focus will be raising student achievement with a focus on math, writing and ELA specifically. We plan to attend and train teachers on how to incorporate instructional strategies that increase independent student mastery of common core standards and skills. Our goal is to continue to find ways to move from teacher-guided practices to producing more independent student-driven instruction and performance.

5. Inclusion of NYS Modules/Instructional Protocols/Daily Exit Slips: As a supplement to the core instructional program, we will incorporate instructional strategies and lesson components from the NYS Modules. At a minimum, there will be at least two components from the modules each week in Mathematics. We will transition to the language of “I CAN” statements based on daily learning targets. Mastery of learning targets will be tracked by using daily exit slips at the end of each lesson matching the “I CAN” statement of the day. The learning targets will replace the general listing of target skills for each week. Student progress toward learning targets will also be tracked in EDoctrina online systems.
6. Saturday School: We will continue to host Saturday school this school year from 9-11 a.m. using the Odyssey Computer Program. Saturday school will be open for all students in grades K-8 beginning in November.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific concepts.

Background

The science education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center staff collected and collaboratively analyzed science data from assessments that were aligned to the New York State standards to update the curriculum/pacing for the 2014-15 school year.

During the 2014-15 school year the King Center Charter School added its first section of 8th grade science with a veteran Middle School Science Teacher. King Center Charter continued to implement a science curriculum derived from the New York State Science standards using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with scientific tools and materials. KCCS also invested \$8,000 into science resources and materials to further enhance the science curriculum and provide additional opportunities for hands-on learning activities.

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 4th and 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

90% of KCCS students were proficient on the 2014-15 State Science Exam.

**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			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	40	93%	40
8	85%	20	85%	20
ALL	90%	60	90%	60

Evaluation

KCCS met its science proficiency goals for the 2014-2015 school year. The school continued its traditional program of delivering the science curriculum in small group settings with hands-on techniques. In addition, KCCS students participated for the first time in the administration of the 8th grade Science exam and achieved 85% overall proficiency.

Additional Evidence

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% of its students exhibiting proficiency on the New York State 4th grade science assessment and the 8th grade science exam as of the 2014-2015 school year.

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	95%	23	95%	41	93%	40
8	-	-	-	-	85%	20
All	95%	23	95%	41	90%	60

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

Since the Buffalo School District science results were not available at the time this report was due, we are unable to perform this analysis.

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	93%	40	N/A	N/A
8	85%	20	N/A	N/A
ALL	90%	60	N/A	N/A

Evaluation

KCCS has traditionally significantly outscored the local district based on the percentage of students who achieved proficiency on the New York State science assessment. At the time of writing, the local district scores were not available for comparison to determine if this trend will continue.

Additional Evidence

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	95%	67%	95%	62%	93%	N/A
8	-	-	-	-	85%	N/A
All	95%	67%	95%	62%	90%	N/A

Summary of the Science Goal

KCCS has met its absolute measure of having 75% of all tested students

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

Action Plan

KCCS will continue with its current 4th and 8th grade programs and the science related curriculum in grades K-3 that supports it. KCCS will begin to phase in some aspects of the Next Generation Science Standards in anticipation of their adoption by NYS in the imminent future.

NCLB

Goal 4: NCLB

King Center will be a school in good standing

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

School in Good Standing

Evaluation

KCCS has been determined to be a school in good standing according to NCLB.

Additional Evidence

KCCS has demonstrated a consistent record of achieving its NCLB goal over the past three years.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90% percent.

Method

Each morning, KCCS homeroom teachers take attendance and enter it into PowerSchool. Daily attendance rates are calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in PowerSchool.

Results

KCCS exceeded its attendance target by 4% for the 2014-15 school year.

2014-15 Attendance

Grade	Average Daily Attendance Rate
1	91%
2	94%
3	93%
4	94%
5	95%
6	94%
7	94%
8	95%
Overall	94%

Evaluation

The school met its attendance target for 2014-15. The factors contributing to this success are the school culture and two full-time employees, a Parent Liaison Officer and the School Counselor, who are dedicated to monitoring daily attendance rates at the individual student level and creating intervention plans.

Additional Evidence

Year	Average Daily Attendance Rate
2012-13	94%
2013-14	96%
2014-15	94%

KCCS consistently achieves its attendance goals.

Goal S: Absolute Measure

The King Center Charter School will launch 20 educational apps.

Method: KCCS successfully completed its grant with the Gates Foundation called the College Knowledge Challenge, launching 19 apps to the nation.

Results: 500,000 app maps were sent to low-income schools throughout the country and the apps were uploaded to a website, collegeappmap.org

Evaluation: More than 700,000 unique visitors have accessed the College Knowledge Challenge apps.

Goal S: Absolute Measure

Every Year 75% of middle school students will participate in athletics or extra curricular activity

Method: All 7th & 8th graders participated in an after school athletic and enrichment program as a requirement.

Results: 100% of the 7th and 8th graders played a sport or participated in a club or both.

Evaluation: Requiring an extended day for 7th & 8th graders kept them involved and invested in the school community creating a sense of commitment and excitement for the younger students.

Goal S: Absolute Measure

Every Year, 100% of Middle school students will participate in daily advisory

Method: Students in grades 5-8 were scheduled for a required first period advisory course using the KCCS written book "My Life Log"

Results: 100% of students received information about post-secondary education and learned techniques for organizing their week's worth of work.

Evaluation: Almost all KCCS students understand that college is the expected culmination of their K-12 educational pathway.

Goal S: Absolute Measure

Every Year, 90% of parents will attend conferences

Method: KCCS held 3 parent teacher conferences, which were scheduled, by reservation and attendance was taken through a sign-in process.

Results: 90% of parents attended during Parent-Teacher conferences

Evaluation: We still have a small number of parents who did not attend due to varying circumstances. These families worked with the school Principal and Counselor to schedule times to meet about their child's progress.

Goal S: Absolute Measure

Every Year, 100% of parents will receive weekly progress reports

Method: Teachers were required to send home a progress report after every administration of the Scott Foresman benchmark and require parents to return the report with their signature.

Results: 100% of the parents did receive regular progress reports. Because we amended the Benchmarks to be longer and more difficult to align with the rigor of the New York State Common Core Assessments, the tests were given twice a month and thus progress reports became bi-weekly.

Evaluation: Regular progress reporting is a key component of parent communication and student remediation.

Goal S: Absolute Measure

Every Year, 100% of faculty will receive 50 hours of Professional Development

Method: Faculty are required to attend 8 days of training before the start of school and weekly faculty meetings that almost always include a component of professional development.

Results: Faculty received more than 50 hours of professional development in 2014-2015.

Evaluation: We have begun to employ a train-the-trainer technique by sending select faculty to conferences and having them return to deliver the conference training to the entire faculty.

Goal S: Absolute Measure

85% of King Center Students will attend College.

Method: We will not have our first cohort of students for four more years.