

**SISULU WALKER
CHARTER SCHOOL of
HARLEM**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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

Trustee's Name	Board Position
Martez Moore	Chair/Board President; Finance and Budget Committee Chair
Minnie Goka	Vice Chair/Vice President; Academic Committee Chair
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Joe Drayton	Trustee/Member; Development Committee
Steven Meekins	Parent Representative; Governance and Legal Affairs Committee

Michelle Haynes has served as the Principal since 2011.

INTRODUCTION

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

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement. The school currently serves 229 students. The student population is 81.7% African-American and 80.3% economically disadvantaged.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	54	55	28	30	29	76	272
2012-13	45	57	47	35	26	26	236
2013-14	29	53	54	41	31	21	229
2014-15	27	30	54	52	43	23	229

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

At SWCSH, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 135 minutes. The block is organized into three forty-five minute periods. The chart below illustrates the breakdown of each block by grade level.

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

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

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

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 grades 3 through 5 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 are 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	0	0	1	53
4	43	0	0	0	43
5	22	0	0	1	23
All	117	0	0	2	119

Results

The following table presents the English Language Arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 23.9% of students, and 21.3% enrolled in at least their second year enrolled at Sisulu-Walker, tested at a proficient level on the 2014-15 English Language Arts 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	28.8%	52	28.6%	42
4	25.6%	43	19.4%	31
5	9.1%	22	10.0%	21
All	23.9%	117	21.3%	94

Evaluation

For 2014-15 school year, Sisulu-Walker did not meet the absolute measure for English Language Arts proficiency. Overall, 23.9% of the entire school’s third through fifth grade students tested at a proficient level. 21.3% of third through fifth grade students in at least their second year at the school performed at a proficient level. The school was 53.7 percentage points shy of reaching its stated goal of 75% proficiency on the ELA exam.

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.

Although Sisulu-Walker’s unit plans are aligned to the Common Core State Standards, additional opportunities for students to engage in meaningful opportunities to master the standards are needed. In addition, allocating more time for content specific reading and explicit instruction in the organizational patterns and craft specific to nonfiction reading is necessary. Students also need additional opportunities to demonstrate their understanding of skills and concepts associated with each standard via writing.

Sisulu-Walker’s guided reading program began to address the needs of students at their instructional levels, which were well below the rigorous ranges of the Common Core. Our novel program required students to read more challenging texts with the support of teachers. However, the number of novels that are covered during the academic year must increase in order to give students the practice needed to transfer what they are taught in independent reading situations. In addition, content literacy instruction must require students to explicitly apply reading comprehension skills and strategies to science and social studies content- the dual focus most emphasize the application of what students learn during the traditional literacy block.

Additional Evidence

From the 2012-13 to 2014-15 school years, Sisulu-Walker showed an overall improvement in the percentage of students achieving proficiency on the English Language Arts exams. Additionally, the percentage of students performing at a proficient level in the third grade increased 1.6 percentage points.

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

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	13%	31	27%	37	28.6%	42
4	24%	21	22%	27	19.4%	31
5	24%	21	5%	21	10.0%	21
All	19%	73	20%	85	21.3%	94

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

Sisulu-Walker achieved an aggregate PLI score of 88 on the English Language arts exam in the 2013-14 school year.

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
	36.0	40.2	22.2	1.7

$$\begin{array}{rcccccccl}
 \text{PI} & = & 40.2 & + & 22.2 & + & 1.7 & = & 64.1 \\
 & & & & 22.2 & + & 1.7 & = & \underline{23.9} \\
 & & & & & & \text{PLI} & = & 88
 \end{array}$$

Evaluation

Sisulu-Walker fell short of the PLI goal by 9 points. The third grade tested well on the exam and exceeded the average Community School District 5 score. However, the percentage of students performing at a proficient level in the fifth grade was lower than expected. This low performance contributed to the school not meeting its goal of scoring 97 or above on the PLI.

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

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

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](#).

The chart below shows the results of this year’s assessment of students who were enrolled in at least their second year at Sisulu-Walker as compared to all tested students in the surrounding public school district, Community School District 5, on the state English Language Arts exam. Sisulu-Walker’s aggregate percentage of students at proficiency was 21.3%, while the local district’s average was 13.5%.

**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	28.6%	42	16.1%	834
4	19.4%	31	13.0%	898
5	10.0%	21	11.4%	826
All	21.3%	94	<u>13.5%</u>	2558

Evaluation

Sisulu-Walker met this measure. The school’s aggregate percentage of students performing at a proficient level on the English language arts exam was 7.8 percentage points above Community School District 5.

Additional Evidence

As shown through the chart below, Sisulu-Walker has had a higher percentage of students performing at a proficient level on the state English Language Arts exam for the past three years compared to Community School District 5. Additionally, the percentage of students performing at a proficient level at each individual grade level has matched or exceeded the district average in all but two of the grades shown over the past three years.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

**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	13%	13%	27%	14%	28.6%	16.1%
4	24%	12%	22%	16%	19.4%	13.0%
5	24%	11%	5%	13%	10.0%	11.4%
All	19%	12%	20%	<u>14%</u>	21.3%	<u>13.5%</u>

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The effect size of Sisulu-Walker's predicted level of performance on the state English Language Arts exam was -0.23, .53 points below the comparative goal. However, the effect size of the school's third grade exceeded the comparative goal by 0.6 points.

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	68.3	42	28	27.4	0.6	0.04
4	74.2	29	24	25.7	-1.7	-0.11
5	95.2	21	5	15.3	-10.3	-0.91
All	76.3	92	21.5	24.1	-2.6	-0.23

School's Overall Comparative Performance:

Lower than expected

Evaluation

Sisulu-Walker's aggregate Effect Size did not exceed the comparative measure. This is largely attributable to the low performance in the fifth grade.

Additional Evidence

The negative effect size grew from the 2012-13 to the 2013-14 school year. However, during this time, the school served a larger population of economically disadvantaged students.

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	3-5	67%	135	44.5	47.4	-0.19
2012-13	3-5	69%	84	17.8	18.8	-0.07
2013-14	3-5	76.3%	92	21.5	24.1	-0.23

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

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	39	50.0
5	35	50.0
All	38	50.0

Evaluation

SWCS’s mean growth percentile was below the statewide average for all grades analyzed, as well as fourth and fifth grade individually.

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.

Additional Evidence

In the two years that the mean growth percentile has been analyzed, SWCS was below the statewide median for all grades served, but was above the statewide median at the fourth grade level in the 2012-13 school year.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		53.5	39	50.0
5		39	35	50.0
All		46.3	38	50.0

Summary of the English Language Arts Goal

Sisulu-Walker achieved one comparative goal on the 2014-15 English language arts exam. However, the school did not achieve both of the absolute goals, one comparative goal, and the school's growth goal. However, the school did show growth at the third and fifth grade when compared to the previous school year..

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.)	Did Not Achieve
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/ Did Not Achieve

Action Plan

Curriculum

⁶ Grade level results not available.

- A literary coach developed a *Reading Comprehension Strategy Guide* that provides teachers with tools to provide explicit strategy instruction for comprehension strategies. The guide defines each strategy, provides the implications for instruction, and includes a mini-lesson for each strategy as well as additional activities to reinforce each strategy.
- A nonfiction unit plan will be developed to ensure that students are reading equal amounts of fiction and nonfiction during the guided reading period and instruction is explicitly aligned to the demands of reading different nonfiction text structures.
- SWSCH began the process of revising its curriculum across all subject areas in the late spring of 2015 to include more opportunities for reading and writing across the curriculum. This work continued during our *Summer Curriculum Institute* during the first two weeks of August.
- Lesson plans were developed and refined to reflect greater alignment to the standards. Rubrics and checklists to aid students during the writing process were developed using resources from Engage New York as a guide.
- New frameworks for nonfiction reading in the content areas were developed. The increased emphasis on preparing students for college and career readiness demands that student be proficient in acquiring information from nonfiction text. The weekly frameworks will ensure that students have equal exposure to fiction and nonfiction texts.
- Social Studies unit plans were revised and realigned to the standards to include additional standards-based learning outcomes.
- Additional nonfiction texts were purchased to supplement the traditional literacy block as well as to enhance the social studies and science blocks. We also increased the number of novels students will read this year and paired these texts with nonfiction texts for paired reading, analysis and writing.
- Students in grades 3-5 are required to read assigned texts for homework and complete short and extended responses aligned to released test questions to increase accountability for independent reading at home and deepen and increase opportunities for textual analysis.

Instruction

- Teachers will use the *Reading Comprehension Strategy Guide* to provide students with explicit strategy instruction during the guided reading period each day
- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the guided reading period based on the results of our internal assessments (6-week and Fountas and Pinnell assessments).
- In an effort to increase student exposure to nonfiction texts, the reading and writing have been embedded into the framework for instruction for social studies and science. The first six weeks of guided reading instruction will include explicit instruction on text features and organizational patterns as well as point of view, author purpose and main idea/ details for nonfiction texts.
- 45 minutes per day will be devoted to text analysis. 15 minutes will be devoted to evaluating short and extended responses from the homework novel program using NYS rubrics. The additional 30 minutes will be allocated to analyzing texts from a variety of genres using a combination of multiple-choice and response writing.
- To address the vocabulary gap and the standards related to vocabulary acquisition, students will receive explicit instruction in five Tier II words per week. This will include teaching students' one synonym and one antonym for each word. Vocabulary instruction will include teaching students to use context clues to determine the meaning of unknown words and

phrases in texts. Tier III words will be addressed using a weekly vocabulary inventory. Teachers will use linguistic (questions, reasons, examples etc.) and nonlinguistic (pictures, gestures and graphic organizers) to reinforce tier II and III words.

- During the academic year, teachers will develop questions for nonfiction articles aligned to the standards and questions published by Engaged New York. We will continue developing our question and passage bank during the school year. The PLAR-Q (Preview the Text, Label the Questions, Annotate the Text, Reread the Passage and Answer the Question) will be reinforced at the beginning of the school year to ensure that students develop stamina and test sophistication.
- Homework will include assigned reading of novels and nonfiction articles. Students will complete textual analysis tasks nightly.

Assessment

- We increased the number of interim assessments students will take during the academic year from three to five. Assessments will be administered every six weeks. Students will receive a bi-weekly literacy assessment to ensure that the period devoted to text analysis is data-driven and we respond to gaps in student understanding earlier.
- Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85%-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Deficits will be addressed during the guided reading period and the whole class novel period.
- As we continue to develop our PLAR-Q question bank, teachers will develop questions aligned to skills/concepts identified as deficits on interim assessments.
- We will continue to use the Fountas and Pinnell Benchmark System to determine the instructional and independent reading levels of students. Students will read leveled books during the guided reading period and independent reading period. However, we will align our questions to the questions on our interim assessments to create informal opportunities for assessment.
- Rubrics and checklist for writing tasks emphasize using textual evidence to justify claims and support responses. In all subjects, student writing will be assessed to ensure that all responses are rooted in text.

Professional Development

- The Summer Curriculum Institute included one-to-one coaching sessions with teachers to revise curriculum maps and develop lesson plans.
- Pre-Service included an introduction to the revised frameworks for instruction for all subject areas as well as workshops on strategies that will be employed to increase proficiency in English Language Arts (i.e. vocabulary, writing, fluency and comprehension).
- Monthly half-day workshops will reinforce strategies introduced during Pre-Service as well as include opportunities for vertical and horizontal planning.
- We will host professional development workshops on Saturdays and during holiday breaks. The emphasis of the sessions will be on developing action plans and planning learning experiences to close instructional gaps.

MATHEMATICS

Goal 2: Mathematics

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

Background

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

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

- **QQ/Do Now**
 - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- **Hook**
 - The lesson hook is the explanation or example of real world relevancy, which brings students to be engaged in the content and brings the content to life.
- **Direct Instruction/Modeling**
 - The modeling component shows students the strategy/process utilized to problem solve. Students should be taught and then practice a variety of strategies, then ultimately choose the best strategy for them.
- **Guided Instruction**
 - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussing with classmates.
- **Independent Practice**
 - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- **Checks for Understanding**
 - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks, partner talks, and teacher questioning.

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

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

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 grades 3 through 5 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	0	0	3	53
4	43	0	0	0	43
5	22	0	0	1	23
All	115	0	0	4	119

Results

The following table presents the mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 43.5% of the students who took the 2014-15 state mathematics exam performed at a proficient level. 44.0% of students enrolled in at least their second year performed at the school tested at a proficient level.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

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.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	50	47.5%	40
4	53.5%	43	51.6%	31
5	31.8%	22	33.3%	21
All	43.5%	115	44.0%	91

Evaluation

Sisulu-Walker did not meet the absolute measure for math proficiency. 44% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 31 percentage points.

Additional Evidence

Sisulu-Walker showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. Additionally, the school showed a double digit percentage point increase in the percentage of students performing at or above proficiency in every grade. Further, there was a 25.6 percentage point increase in the percentage of students performing at a proficient level in the cohort of students who took the exam as third graders in the 2013-14 school year when they took the exam as fourth graders in 2014-15.

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

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	52%	23	26%	31	47.5%	40
4	68%	22	38%	21	51.6%	31
5	71%	65	19%	21	33.3%	21
All	66%	110	27%	73	44.0%	91

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

Sisulu-Walker achieved an aggregate PLI score of 122.1 in mathematics in the 2013-14 school year.

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
	20.9	35.6	33.0	10.4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35.6 & + & 33.0 & + & 10.4 & = & 79 \\
 & & & & 33.0 & + & 10.4 & = & \underline{43.4} \\
 & & & & & & \text{PLI} & = & 122.4
 \end{array}$$

Evaluation

Sisulu-Walker exceeded the state’s goal of a PLI of 94 by 28.4 points.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at Sisulu-Walker compared to the average of all tested students in the surrounding public school district, Community School District 5.

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

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](#).

**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	47.5%	40	19.9%	888
4	51.6%	31	17.5%	913
5	33.3%	21	13.7%	835
All	44.0%	91	17.1%	2636

Evaluation

Sisulu-Walker met this measure by a wide margin. The school’s aggregate percentage of students performing at a proficient level on the 2014-15 state mathematics assessment exam exceeded the district average by 26.9 percentage points. Additionally, each grade level tested at Sisulu-Walker had a higher percentage of students performing at a proficient level when compared to Community School District 5 on the 2013-14 state mathematics assessment exam by at least 20 percentage points.

Additional Evidence

As shown by the table below, Sisulu-Walker has outperformed the local school district school wide and at each individual grade level in each of the past three years.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

**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	26%	16%	37%	17%	47.5%	19.9%
4	38%	15%	34%	18%	51.6%	17.5%
5	19%	8%	29%	15%	33.3%	13.7%
All	27%	14%	34%	17%	44.0%	17.1%

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

Sisulu-Walker met its comparative measure on its predicted level of performance on the state mathematics exam by performing higher than expected to a small degree. The school’s fourth grade class performed at a particularly high level, exceeding its effect size by .33 points.

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	68.3	42	43	37.5	5.5	0.32
4	74.2	29	41	33.9	7.1	0.36
5	95.2	21	29	23.2	5.8	0.33
All	76.3	92	39.2	33.1	6.1	0.33

School’s Overall Comparative Performance:
<i>Higher than expected to a meaningful degree</i>

Evaluation

Sisulu-Walker met its measure by having an aggregate Effect Size that was higher than expected to a small degree. The school’s fourth grade performed exceedingly well on the 2013-14 state mathematics exam, with a percentage of students performing at a proficient level 7.1 percentage points higher than predicted.

Additional Evidence

On the 2013-14 state mathematics assessment exam, Sisulu-Walker’s Effect Size was 0.33.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	67%	134	63	58	0.31
2012-13	3-5	69%	84	27.4	22.0	0.33
2013-14	3-5	76.3%	92	33.1	6.1	0.33

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

SWCS’s mean growth percentile was below the statewide average for all grades analyzed, as well as fourth and fifth grade individually.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.0	50.0
5	41.0	50.0
All	<u>46.0</u>	50.0

Evaluation

Both SWCS’s overall mean growth percentile, as well as each grade level was below the statewide median of 50.0.

¹⁰ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

Additional Evidence

In the 2012-13 school year, Sisulu-Walker’s mean growth percentile was higher than the statewide median at each individual grade level, as well as combined grade levels. However, in the 2013-14 school year, the overall mean growth percentile, as well as the mean growth percentile at each individual grade went down.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		62.5	49.0	50.0
5		54	41.0	50.0
All		58.25	46.0	50.0

Summary of the Mathematics Goal

Sisulu-Walker achieved both comparative measurements and one of the absolute measurements. The school did not achieve one absolute measurement and the growth measurement. However, the school showed tremendous overall growth and at each grade level served when compared to the previous school year.

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.	Achieved
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.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

Curriculum

- A math specialist will work with teachers to review the math standards and develop lesson plans that are aligned to the standards.

¹² Grade level results not available.

- Teachers will continue to develop mathematics games aligned to units of study to ensure that students have meaningful opportunities to engage in repeated independent practice.

Instruction

- The mathematics block has been divided into two distinct periods. During the first period, teachers will use the gradual release model to teach students new concepts. During the second period, teachers will employ math games and centers to provide repeated practice as well as meet with small groups of students to address deficits identified during the lesson as well as on interim assessments.
- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the second mathematics block based on the results of our internal assessments (6-week assessment).

Assessment

- We increased the number of interim assessments students will take during the academic year from four to five. Assessments will be administered every six weeks. Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Students will receive a bi-weekly math assessment to ensure that the period devoted to re-teaching is data-driven and we respond to gaps in student understanding earlier.
- Each unit of study will include a pre-test and post-test, so we can measure mastery of standards between interim assessments and provide remediation on problem standards prior to administering six-week assessments.

Professional Development

- Pre-Service included one-to-one coaching sessions with teachers to develop lesson plans on efficacy in mathematics instruction and strategies for increasing student engagement and developing fluency.
- A math specialist will work with teachers in grades 3-5 to ensure that lessons are standards based, rigorous and engaging. Teachers will participate in co-planning sessions with the specialist. The specialist will observe teachers and provide them with real-time feedback as well as model lessons for teachers.

SCIENCE

Goal 3: Science

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

Background

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Standards and the Common Core Standards. All grade levels start with a unit on inquiry followed by four to five grade specific

units.

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

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 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

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving proficiency.

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

**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	N/A	N/A	N/A	N/A

Evaluation

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

Additional Evidence

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

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	90%	20	85%	26	N/A	N/A
All	90%	20	85%	26	N/A	N/A

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

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

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	N/A	N/A	N/A	N/A

Evaluation

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

Additional Evidence

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

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	90%	76%	85%	N/A	N/A	N/A
All	90%	76%	85%	N/A	N/A	N/A

Summary of the Science Goal

At the time of this report’s writing, Sisulu’s science scores were not available. Thus, this section cannot be completed.

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.	N/A
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.	N/A

Action Plan

Curriculum

- A math/science consultant will develop science curriculum maps aligned to the Common Core Standards and the new science standards. Teachers develop lesson plans using the curriculum maps as a guide as well as instructional notes. Additional trade books were purchased to supplement the science curriculum.

Instruction

- This year, students will continue to have science instruction daily for 45 minutes. The five day structure for science will include reading and writing to build content knowledge and vocabulary and weekly investigations for students to apply what they have learned. There will also be an emphasis on reading and analyzing diagrams.

Assessment

- Students will be assessed informally during lesson via reading, writing and experimentation. The analysis of diagrams related to units of study will be employed. Students will also take teacher-generated assessments at the end of science each unit.

Professional Development

- The coach assigned to the fourth grade teacher will provide individual support through lesson development, co-planning and modeling.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

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

Sisulu-Walker is in good standing.

Evaluation

Sisulu-Walker met this measure.

Additional Evidence

The school has been in good standing for each of the last three years.

NCLB Status by Year

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