



## **King Center Charter School**

### **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## INTRODUCTION

Antoinette Rhodes, Principal; Delores Boatwright, Assistant Principal; Omarlla Roulhac, Director of Curriculum and Instruction; and Christopher Ciechoski, Assistant Director of Curriculum prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Catherine Wettlaufer	President
Michelle Martin	Vice President
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Julie Henry	Member

**Antoinette Rhodes has served as the Principal since 2014.**

## 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 This program is no longer in effect in accordance with New York State Charter School Admissions law.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 6<sup>th</sup> graders graduated from the school in June of 2012 because KCCS did not have a 7<sup>th</sup> 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 7<sup>th</sup> graders in 2013. In the school year 2013-2014, KCCS operated with two sections of students K-4 and one section each of 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades. In the 2014-15 school year, KCCS operated with its' first section of 8<sup>th</sup> grade and graduated the first ever class from KCCS. During the 2015-16 school Year KCCS operated with its first double section of 6<sup>th</sup> grade along with 3 sections of Kindergarten. At full run rate, KCCS will serve 450 students, K-8, with three sections each of K & 1, 2 sections of 2<sup>nd</sup> -6<sup>th</sup> and 8 sections of 12 students each in grades 7-8.

The key design elements for the 2015-2016 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 7<sup>th</sup> & 8<sup>th</sup> 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 4<sup>th</sup> grade;
9. 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;
10. Social, emotional and health support systems for families and students implemented by a full-time nurse, social worker and a Director of MS Guidance;
11. Community partnerships with mental health clinics, private schools, and athletic organizations;
12. Continued Commitment to technology, making it possible for all teachers to integrate digital tools into their daily teaching;
13. Integration of individualized augmented learning through Compass Learning Odyssey for all students K-8;

## INTRODUCTION

14. 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;
15. ESL services & ExEd Services
16. Created, Published and distributed the “KCCS Guide to Using Academic Language with your Children” for all students at KCCS;
17. Continued online Saturday school for all students in grades 3-8 on the KCCS Campus.

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
2015-16	51	57	54	47	54	42	43	24	23	395

# 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). Lead teachers meet 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.

KCCS continues to test every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who were below reading level according to the new Common Core standards. Our theory of change is 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 have 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 or above 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 ("ELA") assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. 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).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	37				9	46
4	46				6	52
5	39			1	1	41
6	38			1	2	41
7	22					22
8	19				4	23
All	201			2	22	225

## RESULTS

In 2015-16, 27% of all KCCS Student performed at or above a level 3 on the NYS ELA assessments and 28% of students in at least their second year performed at or above a level 3 on the NYS ELA Assessments.

Performance on 2015-16 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	46%	37	47%	36
4	30%	46	30%	44
5	18%	39	17%	29
6	21%	38	22%	37
7	14%	22	11%	19
8	31%	19	35%	17
All	27%	201	28%	182

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## EVALUATION

KCCS did not meet its' goal of 75% of students achieving a level 3 or above on the NYS ELA Assessments for 2016. The KCCS aggregate did see a 10 percentage point increase in proficiency (level 3 or above) for students in at least their second year at KCCS as compared to the 2015 results.

We saw the best results in 3<sup>rd</sup> grade with 47% of students in at least their second year testing at proficiency. We attribute the increase in aggregate proficiency to mandated daily exit slips, KCCS Academic Vocabulary Word of the Day, and the inclusion of Expeditionary Learning instructional protocols. Students also had a scheduled time in which they worked on an individual learning path within the Compass Learning Odyssey Program to address areas of weakness and bolster areas of strength.

In addition to implementing the actions above, teachers also participated in a professional development by Ed Vistas called "Hints for Higher Scoring" that trained teachers in the structure and strategies that students needed to score higher on the New York State Exams. Teachers were also trained by Angela Stockman from WNY Educational Associates to collect and analyze data from student writing pieces and generate actionable interventions to boost student writing levels.

The shortening of the exam along with the removal of a time constraint also afforded our students the opportunity to work through the exam with greater detail without the added pressure of not being able to finish.

## ADDITIONAL EVIDENCE

KCCS also saw growth in the percentage of students gaining proficiency in Fountas and Pinnell Testing, Benchmark Assessments, NWEA MAP Testing and report card grades during this same time period. (See English Language Arts optional measures)

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	34	8%	51	47%	36
4	15%	41	18%	40	30%	44
5	9%	23	38%	40	17%	29
6	0%	21	0%	20	22%	37
7	24%	21	22%	23	11%	19
8	-	-	18%	22	35%	17

All	16%	140	18%	196	28%	182
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### 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 PLI value that equals or exceeds the 2015-16 English language arts AMO of 104. 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.<sup>2</sup>

## RESULTS

KCCS did not meet the AMO set by New York State on the 2015-16 English Language Arts exam.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
201	24%	49%	23%	4%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 49 & + & 23 & + & 4 & = & 76 \\
 & & & & 23 & + & 4 & = & \underline{27} \\
 & & & & & & \text{PLI} & = & 103
 \end{array}$$

## EVALUATION

KCCS did not the PLI for ELA despite coming within 1 point of the NYS AMO set for the 2015-16 exam. The performance Level Index for the 2015-16 exam was 28 points greater (103) than that of the 2014-15 exam (75). The increase in students reaching proficiency along with the reduction of students receiving a level 1, 24% in 2016 vs 44% in 2015, helped to propel the KCCS PLI for 2016 close to that of the NYS AMO.

### 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.

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



## 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.<sup>3</sup>

## RESULTS

KCCS Students in at least their second year outperformed the Buffalo Public School District by 12 percentage points.

2015-16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	47%	36	20%	2186
4	30%	44	16%	2046
5	17%	29	15%	2032
6	22%	37	15%	1955
7	11%	19	14%	1989
8	35%	17	18%	1793
All	28%	182	16%	12001

## EVALUATION

In 2016, KCCS outperformed the Buffalo School district by 12 percentage points. The gap was widest in 3<sup>rd</sup> and 8<sup>th</sup> grade. The level of proficiency of grade 3 students in at least their second year at KCCS was more than double that of the Buffalo School district. The KCCS 8<sup>th</sup> grade level of proficiency was also close to double that of the Buffalo School District.

## ADDITIONAL EVIDENCE

KCCS continues to outscore the Buffalo District in ELA. When compared to schools on the East Side of Buffalo with similar demographics, KCCS has demonstrated significantly more success in ELA. (See “2015-16 English Language Arts Performance of Charter School and Comparison Schools by Grade Level” chart 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 Scoring at or Above Proficiency Compared to Local District Students
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<sup>3</sup> 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](#).

	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	27%	13%	8%	12%	47%	20%
4	15%	15%	18%	14%	30%	16%
5	9%	9%	38%	11%	17%	15%
6	0%	10%	0%	11%	22%	15%
7	24%	11%	22%	10%	11%	14%
8	-	-	18%	14%	35%	18%
All	16%	12%	18%	12%	28%	16%

### 2015-16 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							
	King Center Charter School		Charles Drew Magnet PS 59		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	47%	36	7%	72	3%	31	19%	21
4	30%	44	6%	48	3%	37	12%	25
5	17%	29	8%	48	2%	57	6%	17
6	22%	37	7%	74	3%	31	4%	24
7	11%	19	5%	91	0%	42	0%	33
8	35%	17	11%	47	0%	26	6%	18
<b>All</b>	<b>28%</b>	<b>182</b>	<b>7%</b>	<b>380</b>	<b>2%</b>	<b>224</b>	<b>7%</b>	<b>138</b>

#### 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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar

concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

The KCCS Overall comparative performance was higher than expected to a meaningful degree for the 2014-15 ELA Exam.

### 2014-15 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	98.2	52	8	15.4	-7.4	-0.63
4	100	41	17	13	4	0.33
5	97.7	42	36	11.8	24.2	2.14
6	95.2	20	0	13.4	-13.4	-1.27
7	100	23	22	8.3	13.7	1.34
8	100	22	18	12.8	5.2	0.43
All	98.6	200	17.6	12.9	4.8	0.43

#### School’s Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## EVALUATION

KCCS demonstrated higher than expected results to a meaningful degree, showing strong results in 5<sup>th</sup> and 7<sup>th</sup> grade.

## ADDITIONAL EVIDENCE

KCCS has shown continual growth in the Comparative Performance Analysis for the last 3 years.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-6	90.8	116	14.6	16.6	-0.08
2013-14	3-7	94.1	150	18.0	16.7	0.10

2014-15	3-8	98.6	200	17.6	12.9	0.43
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### Goal 1: Growth Measure<sup>4</sup>

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

KCCS ELA mean growth data for 2014-15 was higher than the statewide median. Grades 5 and 7 had the strongest growth scores for the school.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	40	50.0
5	62	50.0
6	49.5	50.0
7	66	50.0
8	43.5	50.0
All	<b><u>52.2</u></b>	50.0

## EVALUATION

The growth data shows that KCCS has met its growth measure target and is above the statewide median. This data reflects the school’s internal formative assessment results that show our students are learning and achieving but not at a rate fast enough to catch up quickly to the absolute levels of the new Common Core assessment expectations.

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

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

KCCS has exceeded the statewide median growth for all 3 years of the current charter period.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	-	46	40	50.0
5	60	56	62	50.0
6	49	58	49.5	50.0
7	58.5	52	66	50.0
8	-	-	43.5	50.0
All	55.8	51.5	52.2	50.0

### Goal 1: Optional Measure

Each Year, 75% of students will meet or exceed the grade Level RIT score as determined by the NWEA MAP Assessment for Reading

**METHOD: NWEA MAP ASSESSMENT**

**RESULTS: 36%**

**EVALUATION: STUDENTS CONTINUE TO ACQUIRE THE NECESSARY SKILLS AND STRATEGIES TO BE EFFECTIVE ONLINE TEST TAKERS. STUDENTS WILL UTILIZE COMPUTER ADAPTIVE PROGRAMMING TO TARGET WEAK SKILLS AS IDENTIFIED BY NWEA MAP ASSESSMENTS THROUGHOUT THE SCHOOL YEAR.**

### Goal 1: Optional Measure

Each Year, 75% of students will achieve proficiency on Benchmark Examination

**METHOD: TEACHER REDACTED PEARSON BENCHMARKS**

**RESULTS: 49%**

**EVALUATION: KCCS SAW AN INCREASE OF 3 PERCENTAGE POINTS IN STUDENTS ACHIEVING PROFICIENCY ON THE BENCHMARK EXAMINATIONS AS COMPARED TO LAST YEAR. STUDENTS CONTINUE TO MASTER SKILLS NECESSARY TO PROFICIENCY ON REDACTED EXAMS.**

**Goal 1: Optional Measure**

Each year, 75% of students will be scoring at level 3 or above on the Writing Rubric

**METHOD: EVALUATION OF EXTENDED WRITING USING PEARSON WRITING RUBRIC**

**RESULTS: 98%**

**EVALUATION: STUDENTS WERE EVALUTED ON 5 EXTENDED WRITING PIECES AND DEMONSTRATED THE ABILITY TO WRITE OVER EXTENDED PERIODS OF TIME AND BE SUCCESSFUL PARTICIPANTS IN THE WRITING PROCESS.**

**Goal 1: Optional Measure**

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

**METHOD: PIECES WERE REQUIRED, EVALUATED, COLLECTED AND BOUND**

**RESULTS: 100%**

**EVALUATION: ALL STUDENTS EXPERIENCED AND LEARNED THE PROCESS OF WRITING EXTENDED PIECES THOROUGHOUT THE YEAR.**

**Goal 1: Optional Measure**

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

**METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT**

**RESULTS: 55%**

**EVALUATION: STUDENTS SHOWED GROWTH THROUGHOUT THE YEAR AND AN INCREASE OF 6 PERCENTAGE POINTS FROM THE FOLLOWING YEAR.**

**ADDITIONAL EVIDENCE: KCCS HAS SHOWN CONTINUAL GROWTH OVER THE LAST 3 YEARS AND THE INCLUSION OF THE LEVELED LITERACY INTERVENTION SYSTEM HELPED TO INCREASE THE GROWHT FURTHER IN 2015.**

**Goal 1: Optional Measure**

Each year, 75% of students will increase from their Fountas and Pinnell Fall Baseline (grades 1-7)

**METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT OVER FALL BASELINE**

**RESULTS: 95%**

**EVALUATION: THIS ALIGNS WITH OTHER MEASURE INDICATING OVERALL GROWTH IN THE STUDENT BODY AFTER INTERVENTIONS ARE PUT IN PLACE BUT NOT RAPID ENOUGH TO REACHT HE ABSOLUTE PROFICIENCY GOAL.**

**Goal 1: Optional Measure**

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

**METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT**

**RESULTS: 89%**

**EVALUATION: KINDERGARTEN DEMONSTRATED TREMENDOUS GROWTH WITH 89% OF STUDENTS INCREASING THEIR READING LEVEL FROM WINTER TO SPRING.**



## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

KCCS fell short of achieving its Absolute Goals while achieving its comparative and growth measure 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	Achieved
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 Pinnell Fall baseline. (*grades 1-7 only)	Achieved
Growth	Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline	Achieved

## ACTION PLAN

### ENGLISH LANGUAGE ARTS

#### Background:

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. In response to the outcome data for the spring of 2016, and our spring visit from CSI, KCCS plans to incorporate and/or build on the following, in order to raise student achievement and promote growth in targeted areas.

New Action Plan Items:

Coaching Model	After-School Academy
Mentor Teachers	Shift to More Student Centered Learning
RTI/Enrichment Instructional Blocks	Writing Framework
Professional Development Focus: Student Engagement, Rigorous Questioning, Writing, Grade Level/Content Meetings	

Continued Action Plan Items From Last School Year:

Exit Slips
Instructional Protocols (Expeditionary Learning)
Academic Vocabulary
Odyssey

1. Coaching Model: Our assistant principal has developed a new coaching program/model for the instructional staff that will include both academic and behavioral strategies based on classroom data, classroom observation and teacher request.
2. Mentor Teaching: Each new teacher, or staff member that has a new position, will be assigned a teacher mentor who will provide information, support and encouragement for the success of all educators at KCCS. All new teachers will be mentored for one full school year. Mentors will complete regular check-ins with mentees using a prescribed checklist that will be kept in a mentor binder. The goal of the mentor program is to provide as much on-going support/guidance as possible during the first year.
3. RTI/Enrichment Instructional Blocks: Each classroom will have an assigned 30-minute RTI block for reading intervention/enrichment, totaling 60 minutes per day. Interventionists will be assigned to each RTI block. All interventionists will pull the lowest 5-7 students (depending on screening data), using approved intervention programs to deliver scientifically researched based practices, while classroom teachers would service the remainder of the class on a rotating basis, either providing intervention or enrichment to on/above level students.
4. Writing Framework: This school year we will continue to contract out for writing professional development under the direction of Angela Stockman from the WNY Education Associates. We will include a new K-8 framework for writing that would

include unit lesson plans, rubric revisions, new assessment tools, and instructional strategies. Each cohort will participate in the development of the each unit throughout the school year.

5. After-School Academy: Starting in the month of November, we plan to offer after-school tutoring and enrichment services to students in grades K-8. Tutoring will be 2-3 days per week for reading and math. We intend to use the first trimester report card data to identify students for the afterschool program.
6. Shift to More Student Centered Learning: Our instructional “must do’s” will be revised to include specific instructions on the inclusion of small group collaboration among students in each classroom from grades K-8, to further support student centered learning. We plan to include mandated times for student centers, small group instruction and student centered activities (such as instructional protocols).
7. Professional Development Focus for 2016-17:
  - Writing: (11 sessions this school year with each cohort at the start of each writing unit) Provider: Angela Stockman
  - Student Engagement/Student Centered Learning, Provider: BOCES
  - Rigorous Questioning, Provider: BOCES
  - On Going Coaching in Various Areas (see number 1 above)
  - Grade level and content meetings for collaboration

## 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 with the school's leadership team 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.

During the 2014-15 school year, KCCS departmentalized math for grades 4 through 8. KCCS hired a veteran mathematics teacher to lead the 6<sup>th</sup> grade cohort in order to provide the previous 5<sup>th</sup>/6<sup>th</sup> grade teacher the ability to focus solely on the 5<sup>th</sup> 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 in 2015-16.

### 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 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. 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.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	38			1	7	46
4	45				7	52
5	39				2	41
6	35				6	41
7	21				1	22
8	18				4	22
All	196			1	27	224

## RESULTS

KCCS Students enrolled in at least their second year out performed the KCCS aggregate.

Performance on 2015-16 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	39%	38	41%	37
4	18%	45	16%	43
5	15%	39	13%	30
6	21%	33	21%	33
7	10%	21	11%	19
8	0%	18	0%	17
All	19%	196	20%	179

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## EVALUATION

KCCS students enrolled in at least their second year did not achieve 75% proficiency on the 2016 NYS mathematics exam. KCCS did however see an increase in overall percentage of students at proficiency as compared to the 2014-15 examination results. The 3<sup>rd</sup> grade cohort had the most success with 41% of students achieving proficiency, an increase of 14 percentage points as compared to last year. This is also the first cohort to take a NYS Mathematics Assessment that has had common core mathematics instruction starting in Kindergarten. The 8<sup>th</sup> grade cohort struggled to meet proficiency on the 2015-16 exam. After analyzing data from the 2016 NYS Mathematics Exam and the curriculum, we determined that the depth and presentation of multi-layered tasks within the NYS examination was not aligned to the material which was being used for instruction. Students in the 8<sup>th</sup> grade cohort struggled with the application of grade level skills when presented in complex word problem form. When looking at the Spring NWEA MAP assessment for this cohort, we did however see tremendous growth, 68% meeting growth targets, and 36% of students on level according to 2015 NWEA Normative Data.

## ADDITIONAL EVIDENCE

KCCS saw an increase in proficiency on Benchmark Examinations, NWEA MAP and the percentage of students achieving proficiency on their report cards.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	49	27%	49	41%	37
4	12%	39	23%	39	16%	43
5	0%	41	15%	41	13%	30
6	10%	20	20%	20	21%	33
7	10%	21	0%	23	11%	19
8	-	-	10%	21	0%	17
All	14%	140	18%	193	20%	179

### 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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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.<sup>7</sup>

## RESULTS

KCCS Performance Level Index did not meet the AMO set forth by New York State.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
196	41	39	10	9

$$\begin{array}{rcccccccc} \text{PI} & = & 39 & + & 10 & + & 9 & = & 58 \\ & & & & 10 & + & 9 & = & \underline{19} \\ & & & & & & \text{PLI} & = & 77 \end{array}$$

## EVALUATION

KCCS did not meet the AMO set forth by NYS despite a decrease in the number of students at a Level 1 when compared to the 2014-15 school year.

### 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.<sup>8</sup>

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>8</sup> 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](#).

## RESULTS

For students in at least their second year at KCCS, KCCS outperformed the district by 4 percentage points.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	41%	37	20%	2244
4	16%	43	18%	2065
5	13%	30	18%	2035
6	21%	33	17%	1946
7	11%	19	12%	1926
8	0%	17	10%	1728
All	20%	179	<b>16%</b>	11944

## EVALUATION

For students in at least their second year at KCCS, KCCS outperformed the district by 4 percentage points. KCCS has outperformed the district throughout the duration of the charter term.

## ADDITIONAL EVIDENCE

KCCS has demonstrated a history of outscoring the District of Buffalo on NYS math assessments. In 2016, it exceeded the local district by 4 percentage points. When comparing the percentage of students reaching proficiency at KCCS to those of other schools on the East Side of Buffalo with similar demographics the gap is significantly larger. *(See 2015-16 Mathematics Performance of Charter School and Comparison Schools by Grade Level)*

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	16%	27%	18%	41%	20%
4	12%	16%	23%	18%	16%	18%
5	0%	13%	15%	18%	13%	18%
6	10%	15%	20%	15%	21%	17%
7	10%	10%	0%	12%	11%	12%
8	-	-	10%	9%	0%	10%
All	14%	14%	18%	15%	20%	<b>16%</b>



## 2015-16 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							
	King Center Charter School		Charles Drew Magnet PS 59		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41%	37	6%	77	7%	28	5%	20
4	16%	43	15%	52	0%	35	4%	24
5	13%	30	6%	52	2%	50	6%	17
6	21%	33	5%	81	0%	50	10%	21
7	11%	19	1%	90	0%	35	3%	29
8	0%	17	2%	49	0%	22	0%	14
All	20%	179	5%	401	1%	220	5%	125

### 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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

The KCCS effect size was lower than expected for 2014-15.

### 2014-15 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	98.2	50	26	23.3	2.7	0.17
4	100.0	40	23	20.3	2.7	0.16
5	97.7	43	14	20.0	-6.0	-0.35
6	95.2	20	20	17.7	2.3	0.15
7	100.0	23	0	10.3	-10.3	-0.70
8	100.0	21	10	10.3	-0.3	-0.02
All	98.6	197	17.4	18.5	-1.1	-0.07

#### School's Overall Comparative Performance:

*Lower than Expected*

## EVALUATION

KCCS had a lower than overall expected effect size. While the overall school effect size was lower than expected, KCCS saw a higher than expected effect size in 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grades.

## ADDITIONAL EVIDENCE

KCCS has shown an increase in effect size since the 2012-13 implementation of the NYS common Core Standards. While KCCS has not shown a positive effect size to date the changes in the action plan and curriculum for the 2015-16 school year should close the gap between our actual and predicted outcomes.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2014-15	3-8	98.6	197	17.4	18.5	-0.07

### Goal 2: Growth Measure<sup>9</sup>

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

## RESULTS:

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	29	50.0
5	43	50.0
6	77	50.0
7	43.5	50.0
8	34	50.0
All	<b>45.3</b>	50.0

## EVALUATION

The KCCS mean growth score is below the state median average, with 6<sup>th</sup> grade scoring well above the statewide median for the second consecutive year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	-	31	29	50.0
5	51	27	43	50.0

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

6	59	62	77	50.0
7	<b>67.5</b>	<b>44</b>	43.5	50.0
8	-	-	34	50.0
All	59.2	39	<b>45.3</b>	50.0

**Goal 2: Optional Measure**

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

**METHOD: NWEA MAP ASSESSMENT**

**RESULTS: 29%**

**EVALUATION:** KCCS SHOWED A SLIGHT INCREASE IN THE NUMBER OF STUDENTS MEETING OR EXCEEDING GRADE LEVEL RIT BASED ON THE 2015 NWEA NORMS. THIS MAY BE DUE IN PART TO THE INCLUSION OF THE ODYSSEY COMPUTER ADAPTIVE PROGRAM IMPLEMENTED IN ACCORDANCE WITH OUR 2015-16 ACTION PLAN.

**Goal 2: Optional Measure**

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

**METHOD: REDACTED BI-WEEKLY BENCHMARKS**

**RESULTS: 56%**

**EVALUATION: BENCHMARK MATERIALS WERE EDITED FOR GREATER RIGOR AND LENGTH MAKING THE PROFICIENCY BENCHMARK MORE CHALLENGING. THIS IS AN INCREASE OF 3 PERCENTAGE POINTS AS COMPARED TO THE 2014-15 SCHOOL YEAR.**

**SUMMARY OF THE MATHEMATICS GOAL**

KCCS fell short of achieving its goals for the 2015-16 school year despite showing progress in decreasing the number of students at level 2 or below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will	<b>Not Achieved</b>

	perform at proficiency on the New York State mathematics exam for grades 3-8.	
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.	<b>Not Achieved</b>
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.	<b>Achieved</b>
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 2014-15 school district results.)	<b>Not Achieved</b>
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.	<b>Not Achieved</b>
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics	<b>Not Achieved</b>
Absolute	Every Year, 75% of students will achieve proficiency on Math Benchmarks.	<b>Not Achieved</b>

## ACTION PLAN

### Background:

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. In response to the outcome data for the spring of 2016, and our spring visit from CSI, KCCS plans to incorporate and/or build on the following, in order to raise student achievement and promote growth in targeted areas.

### New Action Plan Items:

<b>Math Modules (K-8) Full Conversion</b>	<b>After-School Academy</b>
<b>Coaching Model</b>	<b>New Math Intervention Program</b>

<b>Mentor Teachers</b>	<b>Shift to More Student Centered Learning</b>
<b>RTI/Enrichment Instructional Blocks</b>	<b>New Middle School Math Teachers</b>
<b>Professional Development Focus: Student Engagement, Rigorous Questioning, Math Modules, Grade Level/Content Meetings</b>	

Continued Action Plans from Last School Year:

<b>Exit Slips</b>
<b>Instructional Protocols (Expeditionary Learning)</b>
<b>Academic Vocabulary</b>
<b>Odyssey</b>

1. Math Module (K-8) Full Conversion: This school year, all classrooms K-8 will be using the NYS module curriculum for math core instruction. In the 2015-16 school year, we piloted the math modules in our 4<sup>th</sup> and 5<sup>th</sup> grade classrooms and found tighter alignment to state testing formats and additional opportunities for rigorous instructional practices. The switch to math modules would also help to provide consistency in the approach to teaching math as well as standard math terms, language and strategies. Math modules also provide rich opportunities for students to grapple with problem solving questions and use a variety of different math tools and strategies.
2. Coaching Model: Our assistant principal has developed a new coaching program/model for the instructional staff that will include both academic and behavioral strategies based on classroom data, classroom observation and teacher request.
3. Mentor Teaching: Each new teacher, or staff member that has a new position, will be assigned a teacher mentor who will provide information, support and encouragement for the success of all educators at KCCS. All new teachers will be mentored for one full school year. Mentors will complete regular check-ins with mentees using a prescribed checklist that will be kept in a mentor binder. The goal of the mentor program is to provide as much on-going support/guidance as possible during the first year.
4. RTI/Enrichment Instructional Blocks: Each classroom will have an assigned 30-minute RTI block for math intervention/enrichment, totaling 60 minutes per day. Interventionists will be assigned to each RTI block. All interventionists will pull the lowest 5-7 students (depending on screening data), using approved intervention programs to deliver scientifically researched based practices, while classroom teachers would service the

remainder of the class on a rotating basis, either providing intervention or enrichment to on/above level students.

5. After-School Academy: Starting in the month of November, we plan to offer after-school tutoring and enrichment services to students in grades K-8. Tutoring will be 2-3 days per week for reading and math. We intend to use the first trimester report card data to identify students for the afterschool program.
6. Shift to More Student Centered Learning: Our instructional “must do’s” will be revised to include specific instructions on the inclusion of small group collaboration among students in each classroom from grades K-8, to further support student centered learning. We plan to include mandated times for student centers, small group instruction and student centered activities (such as instructional protocols).
7. New Middle School Math Teachers: We have hired a set of new math teachers for the middle school cohort. Our new 8<sup>th</sup> grade teacher comes with years of experience, is highly qualified and rated highly effective by NYS standards. We plan to utilize his expertise to help build our math program starting in grade K.
8. New Math Intervention Program: “I Can Learn”, is a new math intervention program that will be used for students in grades 4, 5 and 6. AmeriCorps members have been trained to deliver the instruction using the “I Can Learn” program and will be working with students each day during the math RTI block. “Do the Math” is another new math intervention program that will be used for students in grades K-8. We plan to identify students for these programs based on our beginning of the year baseline data in September. Full implementation will begin the first week of October.
9. Professional Development Focus for 2016-17:
  - Math Modules Full Implementation (17 sessions this school year with each cohort at the start of each module) Provider: BOCES
  - Student Engagement/Student Centered Learning, Provider: BOCES
  - Rigorous Questioning, Provider: BOCES
  - On Going Coaching in Various Areas (see number 2 above)
  - Grade level and content meetings for collaboration

## 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 2015-16 school year.

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 4<sup>th</sup> and 8<sup>th</sup> 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

87% of KCCS students were proficient on the 2015-16 State Science Exam.

Charter School Performance on 2015-16 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested



## SCIENCE

4	92%	49	92%	51
8	77%	22	74%	23
All	87%	71	86%	74

### EVALUATION

KCCS met its science proficiency goals for the 2015-2016 school year. The school continued its traditional program of delivering the science curriculum in small group settings with hands-on techniques

### 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 4<sup>th</sup> grade science assessment and the 8<sup>th</sup> grade science exam as of the 2015-2016 school year.

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	95%	41	93%	40	92%	49
8	-	-	85%	20	77%	22
All	95%	41	90%	60	87%	71

### 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.

2015-16 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	49	NA	NA
8	77%	22	NA	NA
All	87%	71	NA	NA

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

KCCS has historically out performed the district on NYS Science Assessments.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	95%	62%	93%	63%	92%	NA
8	-	-	85%	36%	77%	NA
All	95%	62%	90%	46%	87%	NA

SUMMARY OF THE SCIENCE GOAL

KCCS has met its absolute measure of having 75% of all tested students enrolled in at least their second year performing at proficiency on the New York State examination.

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.	Not able to make comparison at this time

### ACTION PLAN

KCCS will continue with its current 4<sup>th</sup> and 8<sup>th</sup> 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 Charter School 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 3 years.

NCLB Status by Year

Year	Status
2013-14	School in good standing
2014-15	School in good standing
2015-16	School in 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 2015-16 school year with a daily attendance rate of 94%.

#### Evaluation

The school met its attendance target for 2015-16. 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
2013-14	96%
2014-15	94%
2015-16	94%

KCCS consistently achieves its attendance goals.

### Goal S: Absolute Measure

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

**Method: All 7<sup>th</sup> & 8<sup>th</sup> graders participated in an after school athletic and/or extra curricular program as a requirement.**

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

**Evaluation:** Requiring an extended day for 7<sup>th</sup> & 8<sup>th</sup> 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 KCCS Middle School 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:** 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:** 95% 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 benchmark exams 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 2015-2016.

**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:** King Center will monitor students as they progress through High School and the college application process.

**Evaluation:** We will not have our first cohort of students for three more years.