



King Center Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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By:

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Antoinette Rhodes, Principal , Omarlla Roulhac, Director of Curriculum & Instruction and Christopher J. Ciechoski, Data and Assessment Coordinator prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michelle Martin	Co-President
W. Scott Saperston	Co-President
Julie Henry	Secretary, Education Committee
Carl B. Morgan	Treasurer, Finance Committee
Toddie Rodgers	Parent Representative
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Steven Biltekoff	Member, Education Committee
Sherri Weber	Member, Education Committee
Michael McMahan	Member
Constance Moss	Member

Antoinette Rhodes has served as the Principal (School Leader) since 2014.

The King Center Charter School has historically provided a learning environment for at risk students focused on behavior and academic success. We are a unique 21st century laboratory school for the study of teaching and learning in urban settings servicing 426 students. 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, Dean of Students 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.

As a school we are committed to learn all that we can from our data so we are constantly evaluating our effectiveness using various data points and looking for best practices and curriculum to help increase students outcomes. As we researched for a curriculum that would give us the continuity with instruction, and student outcomes we adopted the New York Engage ELA and Math Modules K-8th. In choosing a more aligned curriculum, we believe in time our students will become more proficient in math and reading. In addition, we added Math and ELA Interventionists to service those students who needed extra support and assigned them for core support in some classrooms. We also provide break out spaces for Response To Intervention for students who are at risk for inadequate academic progress to receive academic intervention this year we also implemented our After School Academy which provided extra support for students who struggle academically and enrichment for those students who are excelling. We have also implemented Restorative Justice, a program that helps students and teachers build relationships for the success of the classroom- learning environment. The school also provides instructional coaching for teachers K-8th in ELA and Math to help refine instructional practices for the success for all students.

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. We are also focusing on increasing students reading independently at school by providing

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independent reading time within the classroom schedule. We believe addressing this area will result in student achievement in all subject areas.

In addition, we have devoted professional development time teaching teachers how to increase reading levels, writing levels, social emotional support as well as critical thinking in both verbal and written environments.

Our vision as a school is to prepare all our students starting in kindergarten for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school working to fulfill this vision and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, business and community organizations to provide our students with 21st century learning experiences. King Center will continue to provide all students with access to technology in preparation for the new computer – based New York State test and for Career and College readiness preparation.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
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
2016-17	45	62	52	51	50	51	51	41	22	425
2017-18	62	51	55	52	51	48	46	46	36	447

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Goal: 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 Fountas & Pinnell (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.

In the 2017-18 school year, for grades 3-8, we fully implemented the ELA modules from EngageNY. Teachers participated in ongoing professional development throughout the school year in order to successfully implement each of the 4 modules.

The leadership team along with a few lead teachers also visited other high performing charter schools in the area during the 2017-18 school year. We brought back a number of engagement and instructional strategies that were implemented immediately.

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After-school Academy was also launched in the 2017-18 school year. Starting in November, we offered free after-school tutoring for all students who were in need of enrichment and remediation.

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 3rd through 8th grade in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50				2	52
4	50				1	51
5	43				5	48
6	39				7	46
7	43				2	45
8	24				12	36
All	249				29	278

RESULTS AND EVALUATION

In 2017-18, 33% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS ELA assessments. The proficiency rate of all students, including first year students, was also 33% for the 2018 NYS ELA assessment. King Center saw notably higher proficiency results for third and fourth grade. King Center had 73% of students perform at a level 2 or higher with 40% of the students tested were partially proficient. King center exceeded the Buffalo City School District by 20 percentage points when comparing levels 2-4.

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.

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Performance on 2017-18 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%	50	48%	48
4	46%	50	46%	46
5	23%	43	20%	40
6	26%	39	29%	34
7	19%	43	20%	40
8	29%	24	30%	23
All	33%	249	33%	231

ADDITIONAL EVIDENCE

King Center saw a increase in proficiency during the 2018 school year after having a slightly lower than expected proficiency rate in 2017.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	47%	36	29%	48	48%	48
4	30%	44	25%	40	46%	46
5	17%	29	13%	31	20%	40
6	22%	37	16%	32	29%	34
7	11%	19	23%	26	20%	40
8	35%	17	42%	19	30%	23
All	28%	182	24%	196	33%	231

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Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

King Center exceeded the state measure of interim progress goal of 101 by 8 points.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	27%	41%	25%	7%

$$\begin{aligned}
 \text{PI} &= 41 + 25 + 7 = 73 \\
 &+ 25 + 7 = 32 \\
 &+ (.5)*25 = 3.5 \\
 \text{PI} &= 109
 \end{aligned}$$

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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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

King Center students in at least their second year exceeded the Buffalo City School District proficiency by 10 percentage points.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48%	48	32%	2435
4	46%	46	23%	2314
5	20%	40	16%	2192
6	29%	34	25%	1956
7	20%	40	18%	1943
8	30%	23	25%	1952
All	33%	231	23%	12792

ADDITIONAL EVIDENCE

King Center continues to outperform the Buffalo Public School district. Over the last 2 years, the gap between the district has continued to widen with the 2017-18 school year showing a gap of 10 percentage points on the NYS ELA Assessment. .

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has continued to demonstrate significantly more success. With achievement gaps ranging from 14 to 25 percentage points. (See “2017-18 English Language Arts Performance of Charter School and Comparison Schools by the Grade Level” chart below)

² 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](#).

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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 District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	47%	20%	29%	18%	48%	32%
4	30%	16%	25%	18%	46%	23%
5	17%	15%	13%	15%	20%	16%
6	22%	15%	16%	15%	29%	25%
7	11%	14%	23%	20%	20%	18%
8	35%	18%	42%	20%	30%	25%
All	28%	16%	24%	18%	33%	23%

2017-18 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		Harriet Tubman Academy		Build Academy		Harvey Austin School 97	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	48	8%	50	17%	36	39%	62
4	46%	46	11%	55	5%	37	13%	55
5	20%	40	5%	39	10%	30	3%	63
6	29%	34	13%	31	16%	38	12%	66
7	20%	40	2%	44	0%	38	3%	65
8	30%	23	9%	32	13%	31	13%	56
All	33%	231	8%	251	10%	210	14%	367

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		PS 59 Dr. Charles Drew Science Magnet		Dr. Lydia T Wright School of Excellence		Highgate Heights	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	48	20%	88	27%	66	46%	35
4	46%	46	24%	89	12%	78	8%	37
5	20%	40	10%	94	14%	91	7%	41
6	29%	34	17%	48	20%	51	30%	40
7	20%	40	4%	46	10%	52	6%	32
8	30%	23	14%	79	17%	64	14%	42
All	33%	231	16%	444	16%	402	19%	227

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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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

King Center Charter School fell below the anticipated effect size despite exceeding the predict level of proficiency by a narrow margin.

2016-17 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	96.1	51	29	26.3	2.7	0.15
4	94.0	42	24	25.1	- 1.1	-0.07
5	98.0	40	13	17.7	- 4.7	-0.36
6	96.1	43	16	15.5	0.5	0.04
7	100.0	30	20	22.1	- 2.1	-0.12
8	95.5	21	38	29.6	8.4	0.48
All	96.5	227	22.4	22.3	0.2	-0.01

School’s Overall Comparative Performance:

Lower than Expected

ADDITIONAL EVIDENCE

King Center saw a decrease in effect size after exceeding the measure to a meaningful degree for the past two school years.

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English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	98.6	200	17.6	12.9	0.43
2015-16	3-8	97.5	201	27.7	20.4	0.39
2016-17	3-8	96.5	227	22.4	22.3	-0.01

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

King Center fell short of meeting the Statewide Median.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	33.5	50.0
5	42.5	50.0
6	57.5	50.0
7	39.5	50.0
8	51	50.0
All	45	50.0

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

King Center has seen a gradual decrease in the overall mean growth percentile over the last 3 years. In response to the decline, additional interventions have been put in place to help support those whom have shown growth deficits.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	40	59	33.5	50.0
5	62	34	42.5	50.0
6	49.5	48	57.5	50.0
7	66	56	39.5	50.0
8	43.5	52	51	50.0
All	<u>52.2</u>	<u>49</u>	<u>45</u>	50.0

Goal 3: Optional Measure

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.

These schools include:

-Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

METHOD: COMPARISONS OF NYS TESTING RESULTS

RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS

ADDITIONAL EVIDENCE: SEE CHART ABOVE

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 59% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades1-6 only)

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 77% OF STUDENTS IN GRADES 1-6 ACHIEVED AT LEAST 1 YEAR EQUIVALENT OF GROWTH ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT

ADDITIONAL EVIDENCE:

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Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 86% OF STUDENTS IN KINDERGARTEN INCREASED AT LEAST 1 READING LEVEL ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT.

ADDITIONAL EVIDENCE:

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 83% OF STUDENTS INCREASE ONE LEVEL FROM THEIR PRE-WRITING TO POST-WRITING ASSESSMENT USING THE LUCY CAULKINS WRITING RUBRIC.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

King Center achieved six out of the ten measures set forth for the 2017-18 accountability plan. King Center showed favorable achievement in the comparative and growth measures.

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.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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 2016-17 results.)	Not 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 target of 50. (Using 2016-17 results.)	Not Achieved
Comparative	Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics. These schools include: - Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.	Achieved
Growth	Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.	Not Achieved
Growth	Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades1-6 only)	Achieved
Growth	Each Year, 75% of students in Kindergarten will grow at least 1 level from their Fountas and Pinnell Winter Baseline.	Achieved
Growth	Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric	Achieved

ACTION PLAN

THE DATA SUGGESTS THAT THERE ARE AREAS WHERE STUDENTS ARE MAKING SIGNIFICANT PROGRESS UNDER THE CURRENT PRACTICES IN OUR INSTRUCTIONAL PROGRAM AND AREAS THAT ARE IN NEED OF IMPROVEMENT. IN RESPONSE TO THE OUTCOME DATA FOR THE SPRING OF 2018, AND OUR PREVIOUS VISIT FROM CSI, KCCS PLANS TO INCORPORATE AND/OR BUILD ON THE FOLLOWING, IN ORDER TO INCREASE STUDENT ACHIEVEMENT AND PROMOTE GROWTH IN TARGETED AREAS.

ELA Instructional Coach	Assessment Strategy Incentive Program
Increased Independent Reading Time (in school and at home)	Moby Max
Parent Literacy Nights	Lesson Plan Mark-Ups
K-2 CKLA Modules (EngageNY)	Professional Development
KinderCamp	Restorative Justice
After-School Academy	

1. **ELA Instructional Coach:** This year we have hired a full time instructional coach for grades K-8 ELA. The instructional coach will work with teachers based on academic/behavior data, classroom observation and/or teacher request. The Instructional coach will provide support and act as an additional resource for the classroom teachers.
2. **Independent Reading:** Research has firmly established the correlation between time spent reading and reading achievement. The major predictor of academic success is the amount of time a student spends reading. As a school, we have refocused this school year on increasing independent reading time in school and at home. To promote this, we plan on implementing the strategies from our summer book study, "The Book Whisperer". Students will have additional opportunities to check out books from the school and classroom libraries. They will spend more time reading independently in during the school day. The new independent reading time is reflected in our daily class schedules.
3. **Parent Literacy Events:** The King Center will be hosting 6 Parent Literacy events throughout the 2018-19 school year. The goal of these events will provide additional resources and support parents in promoting the love of reading at home. Parent Literacy events will include Scholastic Book Fairs, parent workshops, and special guest presentations. The first literacy event will take place during the Fall Scholastic Book Fair, November 26th-30th, followed by a parent literacy workshop, "Reading with My Child" on December 7th. Additional events will be planned based on feedback provided through parent surveys.
4. **K-2 CKLA Modules:** K-2 fully transitioned to ELA modules this school year, along with redesigned assessments to promote mastery of grade level standards.
5. **KinderCamp:** In order to meet the identified needs of our students, KCCS will hosted a 6-week pre-school readiness program for 60 students who were currently enrolled to start KCCS Kindergarten and those who were in need of remediation. The all-day program was held at KCCS from July 9, 2018 through August 17, 2018.

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KinderCamp is a school-based, family- oriented program designed to increase parental involvement in their children's learning, reduce chronic absenteeism in kindergarten, and promote student success in school. Already in the 2018 school year we are noticing those who participated in KinderCamp are showing greater rates of proficiency in English Language Arts assessments.

6. **Moby Max:** Moby Max is an adaptive computer-based program designed to help struggling learners catch up to grade level and help close learning gaps for all students. All students in grades K-8 will use the Moby Max computer program during RTI and core instruction blocks. Moby Max is also a resource that is accessible at home for all students.

7. **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.

8. **Professional Development:** Topics include:

- a. Data Driven Instruction
- b. Trauma Informed Teaching Strategies
- c. Student Engagement
- d. K-2 ELA Modules
- e. Writing
- f. Instructional Coaching Models
- g. Cohort Planning
- h. PowerSchool

9. **Restorative Justice:** Restorative Justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community. The intent is to build a community that is built around shared values where participation in the community is a requirement, not an option. Modeling community values and holding each other accountable for actions teaches students to own their own behavior and see its impact on others. KCCS will be practicing RJ weekly in whole group classroom sessions and in small group conflict resolution sessions. Twice a week RJ circles will replace morning meeting traditions.

10. **Lesson Plan Mark-Ups:** This school year, we developed a new lesson plan tool to dig deeper using data on a daily basis, building in student engagement techniques and planning for pitfalls and misconceptions.

11. **Assessment Strategy Incentive Program:** KCCS has developed a school-wide positive incentive program aimed at increasing instructional and assessment strategies along with effort and motivation. Each week, the school focused on the top indicators for meeting proficiency on state exams. Students were split into TEAMS and worked in small groups to practice the weekly strategy. Students were celebrated and incentivized throughout the 6-week program. The theme for the program will change each school year but the focus will be the same.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Goal: 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.

The leadership team along few lead teachers also visited other high performing charter schools in the area during the 2017-18 school year. We brought back a number of engagement and instructional strategies that were implemented immediately.

After-school Academy was also launched in the 2017-18 school year. Starting in November, we offered free after-school tutoring for all students who were in need of enrichment and remediation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	49				3	52
4	49				2	51
5	43			1	5	48
6	40				6	46
7	39				6	45
8	30				6	36
All	250				28	278

RESULTS AND EVALUATION

In 2017-18, 34% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS Math assessments. The proficiency rate of all students, including first year students, was also 34% for the 2018 NYS Math assessment. King Center saw notably higher proficiency results for third and fourth grade. King Center had 60% of students performing at a level 2 or higher with 26% of the students tested were partially proficient. King Center exceeded the Buffalo City School District by 18 percentage points when comparing levels 2-4.

⁵ 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 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	57%	49	60%	47
4	49%	49	44%	45
5	35%	43	33%	40
6	20%	40	23%	35
7	15%	39	17%	36
8	17%	30	17%	29
All	34%	250	34%	232

ADDITIONAL EVIDENCE

King Center has shown an upward trend in proficiency rates for the last 3 school years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41%	37	48%	46	60%	47
4	16%	43	40%	42	44%	45
5	13%	30	0%	31	33%	40
6	21%	33	21%	33	23%	35
7	11%	19	13%	24	17%	36
8	0%	17	21%	19	17%	29
All	20%	179	27%	195	34%	232

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

King Center slightly below the 105 Measure of Interim progress (MIP) goal set forth by New York State. King Center did however exceed the MIP goal its' African American subgroup and the MIP goal its economically disadvantaged subgroup both of which comprise of 96% of the student population.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	40%	26%	24%	11%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 26 & + & 24 & + & 11 & = & 61 \\
 & & & & 24 & + & 11 & = & 35 \\
 & & & & & + & (.5)*11 & = & 5.5 \\
 & & & & & & \text{PI} & = & 102
 \end{array}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

King Center outperformed the Buffalo City School District by 13 percentage points. The gap between the District and King Center was largest in grades 3-5 with King Center coming close to doubling the city's proficiency in third and fifth grades. The proficiency scores for fourth grade were more than double than that of the Buffalo City School District.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	60%	47	31%	2501
4	44%	45	20%	2389
5	33%	40	18%	2176
6	23%	35	22%	1978
7	17%	36	19%	1880
8	17%	29	14%	1882
All	34%	232	21%	12806

⁶ 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

King Center has historically outscored the Buffalo Public School district. Over the last 2 years King Center has shown an increasing gap when compared to the district with the 2017-18 school year showing a gap of 13 percentage points.

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has demonstrated significantly more success. With achievement gaps ranging from 16 to 28 percentage points.

(See “2017-18 Mathematics Performance of Charter School and Comparison Schools by the Grade Level” chart below)

2017-18 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		Harriet Tubman Academy		Build Academy		Harvey Austin School 97	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	60%	47	6%	50	16%	36	38%	61
4	44%	45	7%	57	10%	31	4%	54
5	33%	40	3%	39	9%	22	10%	63
6	23%	35	9%	34	3%	38	3%	66
7	17%	36	7%	44	0%	32	3%	63
8	17%	29	6%	32	0%	29	0%	56
All	34%	232	6%	256	6%	188	10%	363

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		PS 59 Dr. Charles Drew Science Magnet		Dr. Lydia T Wright School of Excellence		Highgate Heights	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	60%	47	18%	91	21%	62	31%	39
4	44%	45	32%	94	5%	75	6%	50
5	33%	40	10%	97	8%	92	26%	47
6	23%	35	20%	51	21%	48	13%	45
7	17%	36	9%	46	4%	48	14%	35
8	17%	29	1%	80	3%	58	19%	31
All	34%	232	15%	459	10%	383	18%	247

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	41%	20%	48%	22%	60%	31%
4	16%	18%	40%	18%	44%	20%
5	13%	18%	0%	19%	33%	18%
6	21%	17%	21%	20%	23%	22%
7	11%	12%	13%	15%	17%	19%
8	0%	10%	21%	7%	17%	14%
All	20%	<u>16%</u>	27%	<u>17%</u>	34%	<u>21%</u>

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

King Center had an effect size that was slightly higher than expected. Grades 3,4, and 8 had remarkably high effect sizes that were double the goal of 0.3. In response to the lower than expected results for grade 5 additional interventions were put into place for that cohort during the 2017-18 school year.

2016-17 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	96.1	50	31.4	31.4	16.6	0.81
4	94.0	43	24.5	24.5	15.5	0.82
5	98.0	41	21.4	21.4	-14.4	-0.85
6	96.1	45	17.6	17.6	-1.6	-0.10
7	100.0	29	12.9	12.9	-2.9	-0.17
8	95.5	21	11.7	11.7	12.3	0.75
All	96.5	229	25.9	21.5	4.4	0.21

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

King Center has shown an increase in effect size over the last three school years.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	98.6	197	17.4	18.5	-0.07
2015-16	3-8	97.5	196	19.3	20.5	-0.08
2016-17	3-8	96.5	229	25.9	21.5	0.21

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

King Center fell short of the state median.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	33	50.0
5	36.5	50.0
6	58.5	50.0
7	37.5	50.0
8	70.5	50.0
All	46	50.0

ADDITIONAL EVIDENCE

King Center has maintained a growth percentile just below the state median for the last three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	29	43	33	50.0
5	43	41	36.5	50.0
6	77	62	58.5	50.0
7	43.5	39	37.5	50.0
8	34	44	70.5	50.0
All	45.3	46.5	46	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.

These schools include:

-Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

METHOD: COMPARISON OF 2018 NYS MATH ASSESSMENT RESULTS

RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS

ADDITIONAL EVIDENCE: SEE CHART ABOVE

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2017-18 SCHOOL YEAR 52% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.

ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

King Center fell short of the absolute and growth measures but was well within **striking** distance of the effect size and meeting the state median growth measure. King Center met 2 out of 3 of the comparative measures and while not achieved for the all student MIP goal they did exceed the MIP goals for the subgroups that attend King Center.

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.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Not 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 school district of comparison.	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 2016-17 results.)	Not 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 target of 50. (Using the 2016-17 results.)	Not Achieved
Comparative	Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics. These schools include: Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.	Achieved
Growth	Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.	Not Achieved

ACTION PLAN

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that are in need of improvement. In response to the outcome data for the spring of 2018, and our previous 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.

Math Instructional Coach	After-School Academy
KinderCamp	Lesson Plan Mark-Ups
Moby Max	Professional Development
Assessment Strategy Incentive Program	Restorative Justice

1. **Math Instructional Coach:** This year we have hired a full time instructional coach for grades K-8 ELA. The instructional coach will work with teachers based on academic/behavior data, classroom observation and/or teacher request. The Instructional coach will provide support and act as an additional resource for the classroom teachers.
2. **KinderCamp:** In order to meet the identified needs of our students, KCCS will hosted a 6-week pre-school readiness program for 60 students who were currently enrolled to start KCCS Kindergarten and those who were in need of remediation. The all-day program was held at KCCS from July 9, 2018 through August 17, 2018. KinderCamp is a school-based, family- oriented program designed to increase parental involvement in their children’s learning, reduce chronic absenteeism in kindergarten, and promote student success in school. Already in the 2018 school year we are noticing those who participated in KinderCamp are showing greater rates of proficiency on Mathematics assessments.
3. **Moby Max:** Moby Max is an adaptive computer-based program designed to help struggling learners catch up to grade level and help close learning gaps for all students. All students in grades K-8 will use the Moby Max computer program during RTI and core instruction blocks. Moby Max is also a resource that is accessible at home for all students.
4. **Assessment Strategy Incentive Program:** KCCS has developed a school-wide positive incentive program aimed at increasing instructional and assessment strategies along with effort and motivation. Each week, the school focused on the top indicators for meeting proficiency on state exams. Students were split into TEAMS and worked in small groups to practice the weekly strategy. Students were celebrated and incentivized throughout the 6-week program. The theme for the program will change each school year but the focus will be the same.
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. **Lesson Plan Mark-Ups:** This school year, we developed a new lesson plan tool to dig deeper using data on a daily basis, building in student engagement techniques and planning for pitfalls and misconceptions.

7. **Restorative Justice**: Restorative Justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community. The intent is to build a community that is built around shared values where participation in the community is a requirement, not an option. Modeling community values and holding each other accountable for actions teaches students to own their own behavior and see its impact on others. KCCS will be practicing RJ weekly in whole group classroom sessions and in small group conflict resolution sessions. Twice a week RJ circles will replace morning meeting traditions.

8. **Professional Development**: Topics Include:

- a. Data Driven Instruction
- b. Trauma Informed Teaching Strategies
- c. Student Engagement
- d. K-2 ELA Modules
- e. Writing
- f. Instructional Coaching Models
- g. Cohort Planning

GOAL 3: SCIENCE

Goal 3: Science

Goal: 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.

In the 2016-17, and 2017-18 school year, K-8 teachers participated in professional development for New York State Next Generation Science Standards.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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 AND EVALUATION

78% of King Center students in at least their second year were proficient on the 2017-2018 New York State Science Exam. Grade 8 saw a decrease in proficiency when compared to the previous years.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2017-18 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	90%	51	N/A	N/A
8	66%	35	N/A	N/A
All	78%	86	N/A	N/A

ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	92%	49	96%	46	90%	51
8	77%	22	89%	19	66%	35
All	87%	71	94%	65	78%	86

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

King Center Charter School outperformed the Buffalo City School District by 45 percentage points on the 2017 NYS Science Assessment.

2017-18 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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	51	64%	2284
8	89%	35	32%	1895
All	94%	86	49%	4179

ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent pattern of achieving its goal of exhibiting proficiency rates higher than that of the Buffalo City School District on the New York State 4th grade science assessment and the 8th grade science exam.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	92%	66%	96%	64%	90%	NA
8	77%	28%	89%	32%	66%	NA
All	87%	49%	94%	NA	78%	NA

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

King Center Charter School has met its absolute and comparative measure for the NYS Science Exams.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State 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 school district of comparison.	Achieved

ACTION PLAN

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that are in need of improvement. In response to the outcome data for the spring of 2018, and our previous 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

Plan	Description
Science Coordinators	This year two of our lead teachers will coordinate the implementation of the new science standards for K-8. They have developed instructional pacing guides, materials and resources for supporting the new curriculum.
Next Generation Science Standard	Introduction and professional development on the implementation of the Next Gen standards.
Science Professional Development	King Center Charter School is transitioning to the New York State Science Learning Standards. Kindergarten, first grade, and second grade participated in professional development led by experienced science educators to explore the standards and develop learning plans. Each professional development involved the instructors modeling best science practices and instructing the teachers in new science content. The teachers then explored the standards for their grade level and developed learning plans with guidance from the expert.

GOAL 4: ESSA

Goal 4: ESSA

King Center Charter School will be a school in good standing

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent record of achieving this goal over the past 3 years.

Accountability Status by Year

Year	Status
2015-16	School in Good Standing
2016-17	School in Good Standing
2017-18	School in Good Standing

APPENDIX A: 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

King Center achieved its daily attendance measure for the 2017-18 School Year.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	94%
3	92%
4	95%
5	93%
6	93%
7	93%
8	94%
Overall	93%

EVALUATION

King Center Charter School has routinely met its attendance goal throughout the length of the charter period.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94%
2016-17	94%
2017-18	93%