



**Albany Community
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By S. Neal Currie Jr., Principal

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

S. Neal Currie Jr., Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michael Strianese	Chair
Ron Mexico	Treasurer
Bramble Buran	Secretary
Saleem Cheeks	Trustee
Shai Butler	Trustee
Lasone Garland-Butler	Trustee
Juanita Nabors	Trustee

S. Neal Currie has served as the Executive Director or Principal since 2006.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Our Mission

The mission of Albany Community Charter School is to provide a high quality educational experience for children in the Albany area by building a shared responsibility and commitment for student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life.

Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.

Our Vision

We will develop an exceptional school community where student success is truly a shared responsibility of parents, teachers and students and all children will exceed the most challenging standards.

Our Program • Small, Safe and Structured Environment

- Extended School Day (7:30am – 4pm)
- A Longer School Year: 190 Days
- ESL and Special Education Services
- Research-Based Math and Reading Program
- School Uniforms
- Frequent Assessment to Monitor Progress
- High Expectation for Every Child
- Weekly Awards Assembly
- Parent Involvement
- Character Education

The ACCS class schedule provides substantial weekly allotments of time for each of the core academic subjects, totaling more than 1,300 minutes, or more than 22 hours of instruction per week. Core subjects amount to the following time allotments:

- 10 hours (600 min.) for English Language Arts
- 6.25 hours (375 min.) for mathematics;
- 3 hours (180 min.) for science; and
- 3 hours (180 min.) for social studies

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	75	74	76	76	75	65	69	66	67	643
2015-16	74	76	76	76	75	74	71	71	71	664
2016-17	76	72	67	68	67	60	59	65	47	581
2017-18	75	76	72	72	75	75	65	73	53	638

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Albany Community Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

ACCS began the transition to EngageNY in winter 2015 and fully implemented EngageNY in the 2015-16 school year. Throughout the year, teachers were provided with professional development and coaching to unpack each module, craft pacing charts, write unit plans, and design collaborative lessons using the new EngageNY curriculum. Concurrent to the adoption of EngageNY modules, ACCS teachers were also honing their instructional methods in order to increase rigor in the classroom. With the transition to the CCSS, we recognized that if students are to excel at problem solving, they must have experience grappling with challenging academic material. In observations throughout years of official state alignment to the CCSS, we discovered that classrooms at ACCS were dominated by teacher talk that preempted any chance for students to struggle with problems. In the years prior to the CCSS, best practices for urban education indicated that a direct instruction approach—characterized by lectures, modeling, student notetaking and fact recall—worked to prepare students for mastery. However, we know now that the CCSS require students to go beyond basic fact recall. They must use higher order and critical thinking skills to discern not just “what,” but “how,” and “why.” ACCS is working under this understanding to adopt instructional practices that sharpen students’ capacity to problem solve, think critically, and make connections across subjects. Students learn more when they are required to grapple with a problem; it is these intellectual struggles that help them master the demands of the Common Core.

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).

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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	73				1	74
4	74				2	76
5	73				2	75
6	72				1	73
7	72			1 error		73
8	50				3	53
All	414	0	0	1	9	424

RESULTS AND EVALUATION

ACCS did not achieve this measure. 32 percent of students in at least their second year scored at proficiency on the 2017-18 NYS ELA exam. Scores ranged from a high of 51% in grades 3 and 8 to a low of 17% in grade 7.

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	47%	73	51%	63
4	27%	74	24%	62
5	19%	73	20%	55
6	32%	72	32%	56
7	18%	72	17%	59
8	50%	50	51%	41
All	31%	414	32%	336

ADDITIONAL EVIDENCE

32 percent proficiency on the ELA exam is the highest in the past three years.

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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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	25%	60	29%	62	51%	63
4	24%	63	20%	56	24%	62
5	27%	63	11%	57	20%	55
6	17%	52	17%	60	32%	56
7	12%	49	23%	44	17%	59
8	19%	54	31%	61	51%	41
All	21%	341	22%	340	32%	336

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

The 2018 ELA Performance Index calculates to 109.5. As of the submission of this report, the MIP numbers have not been released by NYSED.

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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
414	26	43	25	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 43 & + & 25 & + & 6 & = & 74 \\
 & & & & 25 & + & 6 & = & 31 \\
 & & & & & + & (.5)*9 & = & \underline{4.5} \\
 & & & & & & \text{PI} & = & 109.5
 \end{array}$$

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

ACCS did achieve this measure. Overall, 32 percent of ACCS scholars in at least their second year at the school performed at proficiency in ELA, whereas 23% did so at the local Albany CSD.

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	51%	63	26%	655
4	24%	62	25%	673
5	20%	55	18%	650
6	32%	56	27%	582
7	17%	59	18%	503
8	51%	41	23%	408
All	32%	336	23%	3471

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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ADDITIONAL EVIDENCE

Albany Community Charter School consistently outperforms the local school district.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year 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	25%	19%	29%	20%	51%	26%
4	24%	19%	20%	20%	24%	25%
5	27%	15%	11%	17%	20%	18%
6	17%	15%	17%	15%	32%	27%
7	12%	15%	23%	16%	17%	18%
8	19%	23%	31%	28%	51%	23%
All	21%	18%	22%	19%	32%	23%

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

ACCS did not achieve this ELA measure based on the most recent analysis available, 2016-17. The overall comparative performance was deemed lower than expected with an effect size of -0.33, lower than the target of 0.3.

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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	89.5	74	26	29.3	-3.3	-0.18
4	80.3	68	16	31.0	-15.0	-0.82
5	91.0	76	9	20.8	-11.8	-0.84
6	90.2	75	19	17.9	1.1	0.08
7	84.1	59	20	29.0	-9.0	-0.49
8	87.3	75	36	32.8	3.2	0.18
All	87.3	427	21.1	26.6	-5.5	-0.33

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

This ELA measure continues to be a challenge for our students.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	89.7	387	15.7	16.4	-0.08
2015-16	3-8	72.4	424	20.0	30.9	-0.64
2016-17	3-8	87.3	427	21.1	26.6	-0.33

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

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

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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

In 2016-17, ACCS did not achieve this measure with an overall mean growth percentile of 46.4. Grade 8 demonstrated the most growth with a MGP of 66.6.

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

Grade	Mean Growth Percentile	
	School	Target
4	36.3	50.0
5	42.7	50.0
6	41.5	50.0
7	43.1	50.0
8	66.6	50.0
All	46.4	50.0

ADDITIONAL EVIDENCE

Although the MGPs have not met the statewide median in the past three years, we are hopeful the 2017-18 increase in proficiency levels will be reflected in the 2017-18 MGP.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	51.4	33.2	36.3	50.0
5	48.4	53.8	42.7	50.0
6	34.1	35.4	41.5	50.0
7	34.8	47.0	43.1	50.0
8	37.7	61.2	66.6	50.0
All	41.3	46.0	46.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although the majority of the English Language Arts accountability metrics were not attained this reporting cycle, Albany Community Charter School consistently outperforms the local school district and offers an alternative educational program to the community.

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

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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 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.	Data Unavailable
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.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Did Not Achieve

SCHOOLWIDE ACTION PLAN

In 2018-19, Albany Community Charter School will be implementing several important improvements to our academic program. Some of them include; 1. **Adoption of a rigorous *New Curriculum***- from one of the top performing charter school networks in the state; 2. **A *New Diagnostic Assessment program* which will help us to better identify and address the individual academic needs of scholars;** 3. **Departmentalized Instruction in grades 3-5-;** 4. **Increased professional development;** to provide more teacher training, and planning time in order to prepare scholars to meet the more demanding and challenging standards that are now required.

Curriculum

After conducting a robust curriculum audit, we shifted from the implementation of the EngageNY modules. This year ACCS has adopted the Achievement First Curriculum for grades Kindergarten through 8th grade. The curriculum includes multiple components of literacy instruction including guided reading, close reading, phonics instruction and writing. Math instruction includes a focus on number sense, conceptual understanding, number fluency, adaptive reasoning and productive disposition. Some key reasons for the shift to Achievement First include:

- Increasing rigor
 - Lessons identify scaffolded questions to check for understanding and extend learning
- Lesson internalization:
 - Educators can focus on immersing themselves in content, instead of constructing or re-writing lessons without a framework and materials
 - Lessons include exemplar responses

- Lessons identify potential misconceptions with action plans to address proactively
- Educators can engage in lesson rehearsal prior to delivering instruction to students and receive instruction
- Ensure vertical and horizontal alignment across grade levels and content
- Increased focus on literacy with built curriculum for each across content areas
 - Close reading
 - Guided reading
 - Core standards based instruction
 - Read-alouds
 - Literature
 - Non-fiction
 - Writing
- Student Discourse

ELA instruction includes rigorous, engaging, and urgent ELA lessons. Lessons are aligned to the prioritized common core standards. Teachers will facilitate lessons that are backwards planned, directly aligned to or exceeding the rigor of New York State Assessments. Students will read and be exposed to a variety of complex texts. Instruction will be explicit skill based, so that students can utilize these skills to comprehend and analyze text. The expected outcome is that students will be able to respond orally and in writing. It is also the intent that we foster a love of reading in our students and challenge them to start to critically question themselves and the world around them. Students will be constantly honing in on their critical thinking skills, ability to use evidence to support their responses while building a robust academic vocabulary.

In the K-8 mathematics program at ACCS, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics outlined in the Common Core. We are building a program in which we will see the mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction. Mathematics program prioritizes the following:

Focus:

- Significantly narrows the scope of content to deepen how time and energy is spent.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundation

Coherence: Across grades and linked to major topics

- Solid conceptual understanding
- Procedural skill and fluency
- Application of skills in problem solving situations
- Use of appropriate concepts and procedures for application even when not prompted to do so.

In addition to the curriculum changes, ACCS has adopted three new programs to assist with curriculum management, assessment and data driven instruction.

Rubicon Atlas-Adopted a new program called Rubicon Atlas, a curriculum mapping program which allows educators to better organize and align our curriculum K-8 and help our teachers to better understand the interdependence between the planned and taught curriculum and what students have learned. This will help us to achieve better vertical alignment and identify gaps in planned and taught content. The platform promotes collaboration and refinement by allowing all educators to see where the curriculum is going at each grade level. Program also allows for reporting to determine the frequency of assessed and taught standards.

Illuminate DnA -will allow us to create, upload, and administer standards-based assessments at the teacher and school level in order to immediately receive results and use data for flexible grouping of students, Response to Intervention (RtI) protocol and the effective tracking and daily and weekly tracking of data from exit tickets and weekly quizzes. Program includes a variety of reports that will allow us to be immediately responsive to student needs and adjust instruction accordingly.

iReady Assessment System - is a diagnostic testing program that identifies the skill deficits of student and tailors appropriate, specifically customized instruction for each scholar. Data from the adaptive diagnostic informs and places students into the appropriate RTI tiers. I Ready will assist us to set specific goals for student mastery by grade, class and individual scholar as well as monitor progress toward mastery.

Other improvements to the instruction program include:

Departmentalization Instruction in grades 3-5- Scholars in grades 3rd through 5th will have subject based teachers for all core classes rather than be taught by only one teacher. Scholars will be assigned to a homeroom but will receive instruction from all educators on the team. We will have the most proficient ELA and Math instructor in each grade will be responsible for instruction in grade. Teachers will only responsible for planning and intellectual preparation for one subject.

Refining Co-teaching Model to emphasize formative assessment and checking for understanding and Small group instruction. Teachers have received training in Checking for Understanding from Teach Like a Champion. We are emphasizing an aggressive monitoring protocol for teacher to formally check for understanding multiple times during each lesson. As well as systematically giving scholars feedback on independent work.

Increased Professional Development for teachers- Added one week of pre-service professional development as well as Early release Fridays for scholars. Educators will be utilize this time to

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focus on Lesson Planning and Intellectual Preparation, Data Analysis and goal specific professional development related activities. We will be able respond to weekly concerns and challenges and to differentiate skill based training.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the Albany Community Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

We are confident in our shift to EngageNY modules over the last four school years, and significant attention to limiting teacher talk, will begin to pay dividends in student achievement and reverse of stagnant recent trend. Students receive math instruction for 60 minutes per day.

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	72				3	75
4	74			1		75
5	73				2	75
6	70			1 error	1	72
7	73					73
8	52					52
All	414	0	0	2	6	422

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.

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RESULTS AND EVALUATION

ACCS did not achieve this measure as 40 percent of all students enrolled in at least their second year at the school performed at proficiency on the NYS math assessment. Grade 3 performed the best with 74% at levels 3 and 4.

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	68%	72	74%	62
4	41%	74	42%	62
5	29%	73	35%	55
6	23%	70	24%	54
7	26%	73	27%	59
8	31%	52	33%	42
All	36%	414	40%	334

ADDITIONAL EVIDENCE

2017-18 math proficiency rates are the highest they have been in three 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	23%	60	50%	62	74%	62
4	17%	63	16%	56	42%	62
5	35%	62	20%	56	35%	55
6	13%	52	17%	60	24%	54
7	6%	49	9%	44	27%	59
8	8%	53	15%	59	33%	42
All	18%	339	22%	337	40%	334

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

The 2018 math Performance Index calculates to 105.5. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
414	36	27	23	13
$ \begin{array}{rcllclcl} \text{PI} & = & 27 & + & 23 & + & 13 & = & 63 \\ & & & & 23 & + & 13 & = & 36 \\ & & & & & + & (.5)*6.5 & = & \underline{6.5} \\ & & & & & & \text{PI} & = & 105.5 \end{array} $				

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

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](#).

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RESULTS AND EVALUATION

ACCS math students did meet this comparative outcome measure in math versus the local district with an overall 3-8 proficiency rate of 40% to their 17%. The largest margin was 49 percentage points in grade 3.

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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74%	62	25%	666
4	42%	62	20%	670
5	35%	55	16%	664
6	24%	54	17%	592
7	27%	59	13%	506
8	33%	42	3%	353
All	40%	334	17%	3451

ADDITIONAL EVIDENCE

As evidenced in the following table, ACCS consistently has higher math proficiency rates in math than the local district, Albany CSD.

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	23%	17%	50%	24%	74%	25%
4	17%	16%	16%	14%	42%	20%
5	35%	14%	20%	15%	35%	16%
6	13%	16%	17%	13%	24%	17%
7	6%	10%	9%	14%	27%	13%
8	8%	2%	15%	0%	33%	3%
All	18%	13.5%	22%	15%	40%	17%

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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

Based on the 2016-17 report, ACCS did not meet this measure performing lower than expected in math compared to other similar schools. The overall effect size calculated to -0.22, however grade 3 had an effect size at 0.60.

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	89.5	73	47	34.5	12.5	0.60
4	80.3	68	15	31.4	-16.4	-0.83
5	91.0	74	15	25.2	-10.2	-0.56
6	90.2	75	20	20.9	-0.9	-0.05
7	84.1	59	7	21.5	-14.5	-0.72
8	87.3	73	15	13.1	1.9	0.11
All	87.3	422	20.3	24.4	-4.1	-0.22

School's Overall Comparative Performance:

Lower than expected

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ADDITIONAL EVIDENCE

The regression analysis effect size in math improved slightly from 2016 to 2017, but we anticipate comparative improvement in 2018.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	89.7	385	21.6	21.3	0.01
2015-16	3-8	72.3	422	16.7	30.1	-0.68
2016-17	3-8	87.3	422	20.3	24.4	-0.22

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

The overall mean growth percentile fell just slightly below the target of 50 at 49.5. Grades 5 and 8 demonstrated growth greater than 50 in 2016-17, the numbers used for this report.

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.

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2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	39.8	50.0
5	54.7	50.0
6	39.0	50.0
7	49.0	50.0
8	64.1	50.0
All	49.5	50.0

ADDITIONAL EVIDENCE

2016-17 demonstrated much greater growth than 2015-16 and 2014-15.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	39.7	24.3	39.8	50.0
5	41.5	59	54.7	50.0
6	28.7	25.3	39.0	50.0
7	45.4	39.7	49.0	50.0
8	42.5	56.4	64.1	50.0
All	39.6	40.7	49.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

Math proficiency rates at Albany Community Charter School were much improved in 2017-18 and are consistently higher than the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate 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.	Data Unavailable
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.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Did Not Achieve

ACTION PLAN

Please refer to the aforementioned strategies noted in the ELA Action Plan section for math plans.

GOAL 3: SCIENCE

Goal 3: Science

All students at Albany Community Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Harcourt Science Fusion Series

We are using the Harcourt Science series because the curriculum is designed to be exploratory and introduce students to foundational concepts in life science, physical science, earth and space science, and technology engineering. Harcourt Science teaches students from the perspective of the scientist – using inquiry and exploration to engage students and help them master important scientific facts. In the Harcourt Science series, students investigate science concepts through hands-on activities, reinforce scientific inquiry through reading support, and link the real world to the classroom.

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

ACCS science students almost achieved this measure with 74 percent of students in grades 4 and 8 overall at proficiency on the 2018 science exam. Grade 4 students had 92 percent scoring at performance levels 3 and 4.

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			
	All Students		Charter School Students In At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	73	92%	62
8	47%	53	48%	42
All	73%	126	74%	104

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Overall science proficiency has been on the rise the past three years.

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	71%	67%	80%	63%	92%	62
8	43%	30%	23%	19%	48%	42
All	58%	54%	51%	49%	74%	104

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

Overall, ACCS science student proficiency rates are greater than the local district based on their 2016-17 results.

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 2nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	62		
8	48%	42		
All	74%	104	TBD	

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

ACCS generally outperforms the local district in science.

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	71%	67%	80%	63%	92%	
8	43%	30%	23%	19%	48%	
All	58%	54%	51%	49%	74%	TBD

SUMMARY OF THE SCIENCE GOAL

Overall, ACCS science proficiency fell just short of 75 percent at 74. Based on district 2016-17 science scores, ACCS outperformed them.

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.	Did Not Achieve
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

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

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

ACCS continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

ACCS has been in good standing since opening.

Accountability Status by Year

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

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Goal 5: Parent Satisfaction

Albany Community Charter School parents will identify the school as meeting the academic needs of their children.

Goal 5: Absolute Measure

Each year, parents will express satisfaction with Albany Community Charter School's program based on the school's Parent Survey in which at least two-thirds of all parents of students enrolled in the school provide a positive response to each of the survey items.

METHOD

ACCS administered a parent survey in the spring of 2018. The survey design is a 5-point scale asking parents to rate their child's teacher, office staff, and the school leader. Respondents were also asked to rate their satisfaction with various aspects of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

RESULTS

ACCS did not achieve this measure because fewer than two thirds of parents responded. However, 99 percent of those who did respond answered "5-very likely" to the survey questions.

Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

In the spring of each year Albany Community Charter School sends home an "Intent to Return" form to be filled out by parents/guardians of students. The form asks parents to indicate whether or not their child/children will be returning to ACCS in the following school year.

RESULTS

Exactly 90 percent of eligible students returned this fall.

EVALUATION

This outcome measure has been met by ACCS.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	90%
2017-18	90%

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Goal 5: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Albany Community Charter School keeps daily attendance logs throughout the course of the year to monitor student attendance. Parents are expected to call in if a child is going to be absent. Each time a student misses, Albany Community staff will make efforts to contact the parent/guardian via telephone, writing or in person to find out the reason for the absence. When students are truant, a mandatory conference is held with the parent to develop a written attendance plan to remedy the situation.

RESULTS

A review of school student attendance records indicated an overall average daily attendance rate of 94%.

EVALUATION

ACCS fell just short of this accountability measure; but has had above a 92 percent attendance rate year to year since 2008.

Year	Average Daily Attendance Rate
2013-14	95%
2014-15	94%
2015-16	94%
2016-17	94%
2017-18	94%

Goal 6: Legal Compliance

Albany Community Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

Goal 6: Optional Measure 1

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Goal 6: Optional Measure 2

Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

METHOD

The school has employed administrative personnel whom are responsible for all compliance and accountability requirements.

RESULT

The Albany Community Charter School remained in compliance with all applicable federal and state laws, rules and regulations

EVALUATION

ACCS achieved this measure.

Goal 6: Optional Measure 3

Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

METHOD

Albany Community Charter School retains the counsel of The Couch and White law firm. The firm reviews and checks all documents related to school policy.

RESULT

ACCS remained in compliance with all applicable federal and state laws, rules and regulations.

EVALUATION

ACCS achieved this measure.

Goal 7: Fiscal Soundness

Albany Community Charter School will operate in a fiscally sound manner that promotes a high quality academic program.

Goal 7: Optional Measure 1: Budgeting

Each year, the school will operate on a balanced budget where actual revenues will actually meet or exceed actual expenses.

METHOD

Each month financial documents will be provided to the Board of Trustees to be reviewed and analyzed for fiscal accountability.

RESULT

The Albany Community Charter School maintained a surplus at the close of 2017-18. We have shown a net profit of at least nine hundred thousand every year for the last five years, and in some cases over a million dollars.

EVALUATION

ACCS achieved this measure.

Goal 7: Optional Measure 2: Financial Condition

At the end of each fiscal year, unrestricted net assets will equal or exceed 1.5% of the school's operating budget for the upcoming year.

METHOD

The school maintains a contingency reserve account, with a balance equal to 1.5% of the school's operating budget for the subsequent year.

RESULT

The school has funded and maintained a reserve account equal to 1.5% or more of the operating budget. We maintain at least ten thousand in unrestricted assets and currently have seventy- five thousand.

EVALUATION

ACCS achieved this measure.

Goal 7: Optional Measure 3: Internal Controls & Compliance

Each year any internal control or compliance deficiencies that are identified by an external auditor, SED, CSI, or the Board of Trustees will be reviewed and corrective actions or measures will be taken in a timely manner. A record of the deficiency and corrective actions will be kept on file in the Business office.

METHOD

An external audit will be performed each year and submitted by Nov. 1.