

# Heketi Community Charter School

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

**David R. Rosas, School Director**, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Tina Perez	Chairperson, Executive Committee
Glory Carrion-Gomes	Secretary, Executive Committee
Kathleen Elie	Treasurer, Executive Committee
Jamie Knox	Member, Education Committee
Edwin Cespedes	Member, Education Committee
AnaMaria Correa	Member

**David R. Rosas has served as the School Director since August 1, 2017.**

Our mission is to provide an exceptional educational solution through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.

Heketi's name embraces two main elements of our mission focus. *Heketi* is the Taíno word for **ONE**. Taínos are the indigenous people of the Caribbean, representing the heritage of a large portion of the Spanish-speaking population in the South Bronx. Heketi was born out of a desire to honor this heritage and embrace the power of multilingual literacy and reading skills for success and leadership. The meaning of Heketi, **ONE**, is also a recognition of what it takes to create an educational environment that ensures **each** child's success. Heketi's educational design integrates **families**, school **staff**, and **community** members — all invested and united in building a community focused on achievement.

After taking a planning year, Heketi opened its doors in the Mott Haven section of the Bronx to 90 kindergarten and first graders. As a school that seeks to improve educational outcomes for traditionally underserved English Language Learners, the school moved to a Dual Language Immersion program in the second year of operations. Students in the Dual Language program received 50% of their instruction in Spanish and 50% in English. The 2017-2018 data reveals that our ELL students in the second, third, and fourth-grade Dual-Language classes outpaced their English-only counterparts in reading levels.

Our student population reflected the demographics we anticipated during the charter application phase in the 2017-2018 school year. We served 280 students—23% ELL students, 16% students with disabilities, and 92% of our students qualified for free & reduced lunch. Given our high-needs population, we kept a laser-focus on creating conditions for learning that maximized students' sense of belonging, fun, and high academic engagement. Throughout the 2017-2018 academic year, two programmatic initiatives were introduced at Heketi in order to support our instructional practices: the establishment of a purposeful data culture and a school-wide redesign of reading instruction which included a focus on the five pillars of literacy instruction. Specifically, across all grade levels, the instructional staff carved out time for the methodical instruction of phonological and phonemic awareness. All instructional team members participated in data-driven decision-making by: collecting student work reflective of instructional targets; team-based analysis through the use of protocols; and, reteaching of key learning targets when needed. Our systematic use of a data cycle was supported as we partnered with Illuminate Education to house data and retrain our staff in the use of data.

In addition to these initiatives in the 2017-2018 school year, our unique design elements include:

- Dual Language Immersion Program—supporting native Spanish-speakers in acquiring English language by strengthening their native language.
- Clear and Transparent Accountability—frequent use of formative data and summative data to drive instructional decisions and professional development. We moved to trimester interim assessments this year due to two years of data indicating that our struggling students needed more time.
- High Expectations for All—engage all stakeholders in discussion and analysis of quarterly assessments. Post-assessment conversations centered on small group, targeted interventions.
- Investment in Social-Emotional Support—embed the school's guiding principles and Second Step Character Education curriculum in the instructional day. We also added an anti-bullying component, as we found our transition to school busing this year created opportunities for student taunting.

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### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	50	49	-	-	-	-	-	-	-	89
2013-14	50	43	40	-	-	-	-	-	-	133
2014-15	51	45	52	50	-	-	-	-	-	198
2015-16	52	49	50	45	45	-	-	-	-	241
2016-17	52	50	46	49	41	34	-	-	-	271
2017-2018	48	52	44	49	46	41	-	-	-	280

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be confident, independent, and proficient readers, writers, and speakers of the English language.

#### BACKGROUND

Heketi Community Charter School continued to use a balanced literacy approach in which reading, writing, and word study were taught to, with, and by children within a workshop model. The goal of a balanced literacy classroom is to help children become strong, independent readers and writers. Our students learned to read, write, listen, and speak through the instruction of phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. Heketi ensured that reading and writing occurred in every project, not just in the literacy block. Each classroom received a minimum of 90-120 minutes of literacy instruction so that students developed core competencies of reading and writing. Heketi used a clear and relevant language for problem-solving as well as responsive scaffolds. Our in-school designed curriculum for the English Language Arts at Heketi integrates Science and Social Studies content so that our students read primary sources and other relevant texts. We use a backwards-design framework to clearly outline an end product and the nuanced process that will get our students to that place. We do use external programs to support our curriculum, such as: Fountas and Pinnell's Guided Reading and Writing® program; Wilson Foundations® and Just Words® programs; Expeditionary Learning® modules in grades 3-5; (Calkins's) Units of Study for Teaching Writing® in grades K-2; and the *Estrellitas* Spanish word study program in our Dual-Language classes.

Our professional development focused on training all teachers in the school-wide redesign of reading instruction. Our assessment of word-study instruction revealed an inconsistent application of instruction in phonics and phonemic awareness. Wilson Foundations® was introduced as the program for this type of instruction in grades K-3 and Wilson Just Words® was set as the program for this type of instruction in grades 4-5. All teachers attended workshops on these programs through the NYC DOE as recommended by Esther Friedman, Executive Director of the Department of Literacy and Academic Intervention Services, and John Curry, Director of Academic Intervention Services -- both at the NYC DOE.

Finally, teachers continued to create a structure in which children read and write daily with varying degrees of support. We found that the transfer from speaking to writing was a school-wide challenge for many of our students across various content areas. Our participation in the NYC DOE District-Charter Collaboration (2016-2018) gave us the space to explore this problem of practice with 3 other schools and experiment with various strategies. In the end, we found that direct instruction in sentence structures would support our students' transfer of arguments from the verbal to the written stage. Three of our teachers -- both ENL teachers and one dual-language fourth-grade teacher -- attended the Writing Is Thinking Strategic Inquiry (WITsi) introductory workshops and began using these ideas in their work with our students.

In sum, our school-wide approach to English Language Arts meets the needs of ELL students

through an integrated curriculum, inquiry-based learning, and differentiated instruction.

## 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 5th 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 <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	42	4	0	0	7	49
4	43	2	0	0	3	46
5	40	1	0	0	1	41
6						
7						
8						
All	125	7	0	0	11	136

## RESULTS AND EVALUATION

The following table compares overall grade-level cohorts with students who have been with us for at least two years. Of our 38 tested third graders who have been with us for at least two years, 37% scored proficiently on the English Language Arts exam. Of our 38 tested fourth graders who have been with us for at least two years, 32% scored proficiently on the English Language Arts Exam. Of our 35 tested fifth graders who have been with us for at least two years, 6% scored proficiently on the English Language Arts Exam. The overall average of students who have attended Heketi for at least two years was 25% proficient on the NYS ELA exam. In reflecting on the lower proficiency between students who have been at Heketi for at least two years compared to all students at each grade, it is evident that there are components of our school program that are problem areas. Historically, our inconsistent application of word study as a component of balanced literacy led to a more whole-language approach of reading instruction. Coupled with the lack of data culture, many of our teachers did not have the tools to effectively teach our students. Heketi did not meet the 75% proficiency measure by 47%.

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

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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	43%	42	37%	38
4	37%	43	32%	38
5	5%	40	6%	35
6				
7				
8				
All	28%	125	25%	111

#### ADDITIONAL EVIDENCE

Heketi's proficiency among students enrolled in at least their second year in 2017-2018 has increased by 3%. There has been significant growth of 16% in both 3rd and 4th grades. There has also been significant decline in the 5th grade; specifically, the proficiency rate decreased by 22%.

### 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	19%	26	21%	38	37%	38
4	27%	22	16%	31	32%	38
5			28%	25	6%	35
6						
7						
8						
All	23%	48	22%	94	25%	111

Heketi increased the proficiency rates on the NYS ELA exam in 2017-2018 as compared to 2016-2017 (see table immediately below). Overall, there was a 6% increase in proficiency on the NYS ELA

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exam. More of our students who have been with us for two or more years scored proficiently on the 2017-2018 NYS ELA exam.

Grades	2016-2017 (Year 1 of current Accountability Period)				2017-2018 (Year 2 of current Accountability Period)			
	All Students		Enrolled in at least their Second Year		All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	22%	45	21%	38	43%	42	37%	38
4	19%	36	16%	31	37%	43	32%	38
5	27%	27	28%	25	5%	40	6%	35
6								
7								
8								
All	22%	108	22%	94	28%	125	25%	111

### 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	19%	26	21%	38	37%	38
4	27%	22	16%	31	32%	38
5			28%	25	6%	35
6						
7						
8						
All	23%	48	22%	94	25%	111

#### 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 following table shows Heketi's Performance Indicator (PI) at a value of 101.5. Our PI does exceed the 2017-2018 English Language Arts MIP of 101 by half of 1 point.

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
125	30%	41%	24%	5%

  

PI	=	41	+	24	+	5	=	70
				24	+	5	=	29
					+	(.5)*5	=	<u>2.5</u>
						PI	=	101.5

### 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.<sup>2</sup>

## RESULTS AND EVALUATION

Overall, 25% of Heketi's students in grades 3-5 scored proficiently compared to 30% of students in CSD 7.

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37%	38	38%	1,224
4	32%	38	33%	1,207
5	6%	35	20%	1,214
6				
7				
8				
All	25%	111	30%	3,645

### ADDITIONAL EVIDENCE

Heketi has increased proficiency in grades 3 and 4 in comparison to previous years. Heketi is within 1% of the district proficiency rates in these grades. It is important to note the growth made by the 2016-2017 3rd-grade cohort and their performance as a 2017-2018 4th-grade cohort: this group increased their proficiency by 11% compared to the 6% growth made by the same cohort in CSD 7 schools. We attribute our growth to our curriculum as well as the depth of knowledge and skill practice that it provides.

Heketi did not outperform 5th grade students in CSD 7. The school fell short of the comparative measure by 14%. We know that our underperformance is a result of our struggles with evidence-based writing and effective reading comprehension. In previous years, this same cohort has underperformed in comparison to CSD 7.

## 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	19%	26%	21%	27%	37%	38%
4	27%	24%	16%	25%	32%	33%
5	-	-	28%	19%	6%	20%
6	-	-	-	-		

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7	-	-	-	-		
8	-	-	-	-		
All	23%	25%	22%	24%	25%	30%

In order to more specifically contextualize our data, Heketi selected three CSD 7 schools that are less than a ½ mile from us. These schools serve the same neighborhood as Heketi, reflecting a similar demographic population. One of the schools, P.S. 25 Bilingual School, has a dual-language program as does Heketi. The following table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

### 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							
	Charter School		PS 5 Port Morris		PS 25 Bilingual School		PS 65 Mother Hale Academy	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37%	38	25%	65	32%	60	28%	58
4	32%	38	14%	65	48%	65	43%	47
5	6%	35	11%	65	39%	44	18%	57
6								
7								
8								
All	25%	111	16%	195	40%	169	28%	162

Heketi did outperform 3rd grade students in the three CSD 7 schools. This cohort has experienced a steadier school as they have grown from Kindergarteners to 3rd graders: the curriculum has been revised and strongly aligned to critical practices in literacy and mathematics.

Heketi did not outperform 4th grade students in two of the three CSD 7 schools. Heketi did not outperform 5th grade students in any of the CSD 7 schools.

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

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 5 Port Morris		PS 25 Bilingual School		PS 65 Mother Hale Academy	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16	3-4	23%	48	19%	146	43%	112	19%	118
2016-17	3-5	22%	94	16%	206	26%	161	20%	164
2017-18	3-5	25%	111	16%	195	40%	169	28%	162

Across 2015-2017, Heketi did outperform two of the three CSD 7 schools in overall proficiency by the operating grade levels during this time. In 2017-2018, Heketi did outperform one of the three CSD 7 schools.

If we focus on students with disabilities, Heketi did outperform two of the three CSD 7 schools used in the above comparison. At Heketi, 10% of students with disabilities have proficient scores on the 2017-2018 ELA test. PS 5 Port Morris has 0% proficiency, PS 25 Bilingual School has 15% proficiency, and PS 65 Mother Hale Academy has 7% proficiency for students with disabilities. CSD 7 has 12% proficiency for this same group of students.

If we focus on English-language learners, Heketi did outperform all three CSD 7 schools used in the above comparison. At Heketi, 29% of English-language learners have proficient scores on the 2017-2018 ELA test. PS 5 Port Morris has 3% proficiency, PS 25 Bilingual School has 14% proficiency, and PS 65 Mother Hale Academy has 11% proficiency for students with disabilities. CSD 7 has 12% proficiency for this same group of students.

### 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

Heketi administered the English Language Arts state exam in April 2017 to our 3rd, 4th, and 5th graders. The effects sizes for grades 3 and 4 were negative. The 5th grade effect size was positive

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and close to 0.3. Heketi did not meet this measure in 2016-2017: the aggregate Effect Size was negative.

### 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	88%	45	22%	29.5%	-7.5	-0.42
4	87%	36	19%	28.1%	-9.1	-0.52
5	85%	26	27%	23.5%	3.5	0.23
6						
7						
8						
All	87%	107	23%	27.03%	-4.4	-0.29

#### School's Overall Comparative Performance:

***Lower than expected***

### ADDITIONAL EVIDENCE

The current Effect Size shows a narrowing difference the actual and predicted proficiency levels at Heketi. In previous years, the Effect Size has widened from -0.2 in 2014-2015 to -0.43 in 2015-2016. Heketi has been able to decrease the gap as reflected in the recent Effect Size.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	89.6%	49	16%	18.6%	-0.2
2015-16	3-4	80.4%	72	23.81%	31.53%	-0.43
2016-17	3-5	87%	107	23%	27.03%	-0.24

### Goal 1: Growth Measure<sup>3</sup>

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

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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.<sup>4</sup>

### RESULTS AND EVALUATION

Heketi’s mean growth percentile in 2016-2017 was 55, which is greater than the state median of the 50th percentile.

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

Grade	Mean Growth Percentile	
	School	Target
4	59	50.0
5	50	50.0
6		50.0
7		50.0
8		50.0
All	55	50.0

### ADDITIONAL EVIDENCE

Heketi’s mean growth percentile increased from 48 in 2015-2016 to 55 in 2016-2017. The growth has moved Heketi above the state median of the 50th percentile.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	48	59	50.0
5	-	-	50	50.0

<sup>4</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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6	-	-	-	50.0
7	-	-	-	50.0
8	-	-		50.0
All	-	48	55	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Heketi met two of its five English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate 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.	Did achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
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 achieve

## ACTION PLAN

In 2018-19, we are continuing our team-based, data-driven approach to strengthening instruction. We are in the process of deepening our data culture at Heketi in order for our team to collect, analyze, and operationalize data. In addition to noting trends among various data points across content areas, we will revise upcoming curricular units to respond to our students' learning needs.

The five pillars of reading instruction across all content areas continue to anchor our work in literacy instruction -- we have also added writing as the sixth pillar. We are ensuring that our students' acquisition and mastery of phonics, phonemic awareness, academic vocabulary, reading fluency, reading comprehension, and writing developmentally occurs across all grade levels.

- We have partnered with Teaching Matters as they continue to impact reading proficiency in NYC schools. Their project, Early Reading Matters, provides us an additional coach for 3 years who will specifically work on key reading instructional tools and strategies primarily in grades K-1 so that we can ensure that all children in these grade are reading on grade-level.
- We have joined the Learning Partners Program in the NYC DOE with a focus on literacy instruction. Our school team is comprised of teacher leaders from grades 2-5 who will participate in this collaborative project for 3 years by visiting other schools and meeting with their teachers with the goal of developing our own literacy program at Heketi.
- We will continue our work with two different initiatives, Reading Rescue and Writing is Thinking Strategic Inquiry (WITsi). Reading Rescue has trained a few educators in the building who have increased individual children's reading levels; our goal is that classroom teachers can use these strategies to increase more children's reading levels. WITsi has trained a few teacher leaders in the building who will introduce the first set of strategies to the instructional team in partnership with school leaders.

- The NYC Charter School Center has selected Heketi to join a new project, Promising Practices Initiative for ELLs. Our ENL teachers and Dual-Language Instructional Specialist will continue to focus on our ELL students' speaking, reading, listening, and writing development with a laser-focused intention of decreasing the gap between our ELL students' speaking proficiency and their writing proficiency.
- Focus on our Thinking Maps program to strengthen teachers' learning objectives and improve student writing across all genres.

All of these pieces have been designed to come together to support the adult learning at Heketi within learning-oriented model. We will have the deepest impact in our students' academic achievement if their teachers receive professional development and coaching targeted on high-leverage practices that will support student learning.

Finally, we will provide students in testing grades additional opportunities for test preparation in a differentiated manner. We will use Test Talk as a way to analyze the language used in and required of children in standardized testing, with the goal of understanding testing language as another genre of reading and writing. In addition to rigorous interim exams that mimic the NYS tests in function and form, the social work department will provide test anxiety strategies for students who exhibit anxiety in testing situations. We will continue to use the i-Ready program to prepare students for the rigor of the exams. The differentiation of test preparation will come about after analyzing students' performance on interim exams as well as past NYS exam scores.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.

#### BACKGROUND

A balanced approach to mathematics instruction supported our students' accurate, efficient, and flexible reasoning and problem-solving skills. Teachers used whole-class investigations, math games, mental math mini-lessons, fact fluency, routines, and math review to support our young mathematicians. Heketi believes that a hands-on, inquiry-based philosophy is critical to the development of language for all students, namely students who are English-language learners. Our mathematics block followed the workshop model as a way to introduce, develop, and refine understanding of key concepts and skills. The workshop model consists of an introduction, modeling, guided practice, independent practice, and sharing. Teachers also led guided math groups for students who struggled to acquire lower-level skills. Students engaged deeply in mathematics by working in hands-on and minds-on ways. They discussed and wrote about the problems they solved, often identifying a variety of ways to tackle a single problem.

We used TERC Investigations to support our balanced mathematics program. Our premise has been that great teachers are what drive student understanding, not a prescribed program. Our professional development opportunities supported teachers in better understanding the program, while also increasing their ability to identify struggling students early through analysis of student work. These opportunities also focused on helping teachers use what students already know and guide them in discovering algorithms and concepts in the key strands of mathematics.

The table below summarizes the strands that run throughout mathematics at Heketi from K-5.

#### **Content Standards**

Number and Operations  
Algebra  
Measurement  
Geometry  
Data Analysis and Probability

#### **Process Standards**

Problem Solving  
Communication  
Reasoning and Proof  
Connections  
Representation

Students at Heketi experienced math across the curriculum through its integration into the units of study, as an independent project, as well as in discrete math classes. For instance, as our 4th graders learned about measuring the area and perimeter of various shapes, they transferred their learning to designing a small garden fence for patches of soil in front of our school.

## 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 grades 3-5 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 <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	42	3	1	0	7	49
4	43	2	1	0	3	46
5	39	2	0	0	2	41
6						
7						
8						
All	124	7	2	0	12	136

### RESULTS AND EVALUATION

The following table compares all students at Heketi this year with those who were with us for at least two years. Of all students at Heketi in grades 3-5, 30% scored proficiently. Of all students who have been at Heketi for 2 or more years, 27% scored proficiently. Of our 37 tested fifth graders who have been with us for at least two years, none of them scored proficiently on the Mathematics exam. This same group of students also had 0% proficiency on the 2016-2017 NYS Mathematics exam when they were in the 4th grade. Our efforts in 2017-2018 included increased small-group and individual support in math instruction for this group. It also included more guided instruction in math. However, Heketi missed the mark again. We have discussed the social and emotional needs that this group presented that we were not well-equipped to address. These needs were persistent throughout this cohort's tenure at Heketi and negatively impacted their academic performance.

Heketi did not meet the 75% proficiency measure by 45%.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 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	38%	42	33%	39
4	51%	43	48%	40
5	0%	39	0%	37
6				
7				
8				
All	30%	124	27%	116

#### ADDITIONAL EVIDENCE

Heketi's proficiency among students enrolled in at least their second year in 2017-2018 has remained the same at 27% as compared to the rate in 2016-2017. The significant growth of 48% in the 4th grade was canceled out by the significant decrease of 48% in the 5th grade.

### 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	4%	25	32%	38	33%	39
4	62%	21	0%	31	48%	40
5			48%	25	0%	37
6						
7						
8						
All	33%	46	27%	94	27%	116

Heketi kept the same proficiency rates on the NYS Math exam in 2017-2018 as compared to 2016-2017 across all students and students enrolled in at least their second year (see table immediately below).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	2016-2017 (Year 1 of current Accountability Period)				2017-2018 (Year 2 of current Accountability Period)			
	All Students		Enrolled in at least their Second Year		All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34%	44	32%	38	38%	42	33%	39
4	0%	36	0%	31	51%	43	48%	40
5	52%	27	48%	25	0%	39	0%	37
6								
7								
8								
All	27%	107	27%	94	30%	124	27%	116

### 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 following table shows Heketi's Performance Indicator (PI) at a value of 95. Our PI does not exceed the 2017-2018 Mathematics MIP of 105 by 10 points.

## 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
124	41%	28%	21%	10%

$$\begin{aligned}
 \text{PI} &= 28 + 21 + 10 = 59 \\
 &= 21 + 10 = 31 \\
 &= (.5) * 10 = 5 \\
 \text{PI} &= 95
 \end{aligned}$$

### 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.<sup>6</sup>

### RESULTS AND EVALUATION

Overall, 27% of Heketi's students in grades 3-5 scored proficiently compared to 30% of students in CSD 7. Heketi's students enrolled in at least their 2nd year underperformed compared to the district by 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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	39	39%	1,257
4	48%	40	30%	1,230
5	0%	37	23%	1,234

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

6				
7				
8				
All	27%	116	30%	3,721

### ADDITIONAL EVIDENCE

Heketi's 3rd grade has improved since 2015-2016 but has remained the same since 2016-2017. Heketi's 4th grade has significantly declined and then increased from 2015-2016 to 2017-2018. It also outperformed CSD 7. Heketi's 5th grade has significantly declined from 2016-2017.

### 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	4%	24%	32%	28%	33%	39%
4	62%	23%	0%	22%	48%	30%
5			48%	21%	0%	23%
6						
7						
8						
All	33%	23.5%	27%	24%	27%	30%

In order to more specifically contextualize our data, Heketi selected three CSD 7 schools that are less than a ½ mile from us. These schools serve the same neighborhood as Heketi, reflecting a similar demographic population. One of the schools, P.S. 25 Bilingual School, has a dual-language program as does Heketi. The following table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

### 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							
	Charter School		PS 5 Port Morris		PS 25 Bilingual School		PS 65 Mother Hale Academy	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	39	20%	65	44%	59	29%	58
4	48%	40	17%	66	59%	69	38%	47
5	0%	37	16%	64	43%	44	23%	57
6								
7								

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

8								
All	27%	116	17%	195	50%	172	30%	162

Heketi did outperform 3rd grade and 4th grade students in two of the three CSD 7 schools. This cohort has experienced a steadier school as they have grown from Kindergarteners to 3rd graders: the curriculum has been revised and strongly aligned to critical practices in literacy and mathematics.

Heketi did not outperform 5th grade students in any of the three CSD 7 schools.

### Mathematics Performance of School and Comparison Schools by School Year

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 5 Port Morris		PS 25 Bilingual School		PS 65 Mother Hale Academy	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16	3-4	33%	46	14%	150	37%	120	21%	121
2016-17	3-5	27%	94	22%	206	28%	180	18%	163
2017-18	3-5	27%	116	17%	195	50%	172	30%	162

In 2015-2016, Heketi did outperform two of the three CSD 7 schools in overall proficiency by the operating grade levels during this time. In 2016-2017, Heketi did outperform two of the three CSD 7 schools and was 1% away from the third CSD 7 school. In 2017-2018, Heketi did outperform one of the three CSD 7 schools.

If we focus on students with disabilities, Heketi did outperform one of the three CSD 7 schools used in the above comparison. At Heketi, 5% of students with disabilities have proficient scores on the 2017-2018 Math test. PS 5 Port Morris has 0% proficiency, PS 25 Bilingual School has 24% proficiency, and PS 65 Mother Hale Academy has 18% proficiency for students with disabilities. CSD 7 has 17% proficiency for this same group of students.

If we focus on English-language learners, Heketi did outperform one of the three CSD 7 schools used in the above comparison. At Heketi, 24% of English-language learners have proficient scores on the 2017-2018 Math test. PS 5 Port Morris has 21% proficiency, PS 25 Bilingual School has 28% proficiency, and PS 65 Mother Hale Academy has 33% proficiency for students with disabilities. CSD 7 has 21% proficiency for this same group of students.

#### 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)

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Heketi administered the NYS Math exam in April 2017 to our 3rd, 4th, and 5th graders. Heketi did not this measure since the overall Effect Size was -0.20. As took place in 2015-2016, the Effect Sizes for the cohorts in the 4th and 5th grades had Effect Sizes similar in magnitude but in opposite directions.

*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	88%	44	34%	29.5%	4.5	-0.05
4	87%	36	0%	28.1%	-28.1	-1.45
5	85%	27	52%	23.5%	28.5	1.24
6						
7						
8						
All	87%	107	29%	27%	4.9	-0.20

**School's Overall Comparative Performance:**

***Lower than expected***

### ADDITIONAL EVIDENCE

Since 2014-2015, Heketi's overall Effect Size has decreased.

# 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	89.6%	48	48%	27.3%	1.15
2015-16	3-4	83%	69	31.7%	30.38%	0.15
2016-17	3-5	87%	107	29%	27%	-0.20

### Goal 2: Growth Measure<sup>7</sup>

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.<sup>8</sup>

### RESULTS AND EVALUATION

Heketi’s overall mean growth percentile was below the target of 50 by a difference of three.

#### 2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45	50.0
5	49	50.0
6		50.0
7		50.0
8		50.0
All	47	50.0

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

<sup>8</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

The mean growth percentile at Heketi has increased by 7 points from 2015-2016 to 2016-2017. Although Heketi did not meet the statewide target of 50, there has been growth.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4		40	45	50.0
5			49	50.0
6				50.0
7				50.0
8				50.0
All		40	47	50.0

## SUMMARY OF THE MATHEMATICS GOAL

Heketi did not meet any of the mathematics goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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.	Did not achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
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

During the 2018-2019 school year, the school will deepen its focus on math instructional practices, such as guided-math groups and individualized math games. Through collaboration, our students will flexibly and efficiently apply various math strategies as they work on math games. Additionally, small-group instruction in math will reflect assessment cycles in which students are dynamically clustered for set amounts of time.

After analyzing our internal data from the 2017-2018 academic year, our students faced many challenges in making sense of multi-step mathematical problems as well as justifying their reasoning as they solved these problems -- in both spoken and written forms. In order to address the challenges in using these two math process standards, we decided to use cognitively-guided instruction as a tool in classrooms. We have introduced a new program, Exemplars, to our staff and provided training as well as had them experience mathematical problem-solving. We have scheduled visits to a CSD 7 school, Concourse Village Elementary School, so that we can learn from their successes with cognitively-guided instruction in math problem-solving. Finally, we have launched vertical math data teams to meet monthly as they analyze our students' mathematical problem-solving as evidenced in their work.

Additionally, we will continue to deepen our understanding and use of the following steps:

- Continue to increase our teachers' content knowledge in math, specifically across the Common Core Mathematical strands, so that our students develop a conceptual understanding and acquire various strategies.
- Focus on our Thinking Maps program to strengthen teachers' learning objectives and improve student writing across all genres, emphasizing persuasive and expository writing as genres of mathematical reasoning.
- We will continue our work with Writing is Thinking Strategic Inquiry (WITsi) and purposefully include a focus on justifying and writing one's mathematical reasoning. WITsi has trained a few teacher leaders in the building who will introduce the first set of strategies to the instructional team in partnership with school leaders.
- The NYC Charter School Center has selected Heketi to join a new project, Promising Practices Initiative for ELLs. Our ENL teachers and Dual-Language Instructional Specialist will continue to focus on our ELL students' speaking, reading, listening, and writing development with a laser-focused intention of decreasing the gap between our ELL students' speaking proficiency and their writing proficiency.

All of these pieces have been designed to come together to support the adult learning at Heketi within learning-oriented model. We will have the deepest impact in our students' academic achievement if their teachers receive professional development and coaching targeted on high-leverage practices that will support student learning.

Finally, we will provide students in testing grades additional opportunities for test preparation in a differentiated manner. We will use Test Talk as a way to analyze the language used in and required of children in standardized testing, with the goal of understanding testing language as another genre of reading and writing. In addition to rigorous interim exams that mimic the NYS tests in

function and form, the social work department will provide test anxiety strategies for students who exhibit anxiety in testing situations. We will continue to use the i-Ready program to prepare students for the rigor of the exams. The differentiation of test preparation will come about after analyzing students' performance on interim exams as well as past NYS exam scores.

## GOAL 3: SCIENCE

### Goal 3: Science

Students will become proficient in scientific inquiry, able to design and execute age-appropriate experiments.

#### BACKGROUND

Heketi values the importance of scientific literacy and recognizes the underperformance of students in science across the nation. Our instructional approach remains the same -- inquiry-based and hands-on. Through the use of in-depth studies, students worked collaboratively, built on what they already knew, applied concepts to new questions, and participated in planning, decision-making, and discussion of scientific investigations. A focus on debunking myths about science and gaining skills was present in the following areas:

- 1) observing (using the senses to get information),
- 2) communicating (talking, drawing, acting, writing),
- 3) comparing (pairing, one-to-one correspondence),
- 4) organizing (grouping, seriating, sequencing),
- 5) relating (cause and effect, classification, correlating),
- 6) inferring (superordinate/subordinate, classification, if/then reasoning, developing scientific laws), and
- 7) applying (developing strategic plans, inventing).

Our teachers in grades K-2 used Heketi's science curriculum map to develop their own in-depth studies aligned to the state standards. Teachers designed projects around compelling topics that related to issues in the Bronx. Topics were shaped and enriched through questions posed by students, teachers, or experts in the field of study. Professional development focused on supporting teachers in the design of science projects that encouraged and nurtured a curiosity about the world and mastery of content and skills.

Our curricular approach is similar in grades 3-5 with the exception of the use of Expeditionary Learning modules which integrate science concepts and content with literacy instruction. Our students continue to engage in hands-on learning via project-based learning. All grades also use FOSS science kits to support our students' scientific reasoning.

#### 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 the 4<sup>th</sup> 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In the 2017-2018 school year, 92% of students who were enrolled 2 or more years at Heketi scored proficiently on the NYS 4th-Grade Science exam. Heketi met this measure by surpassing the target of 75% proficiency by 17 percentage points.

Charter School Performance on 2017-18 State Science 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
4	93%	43	92%	37
8				
All	93%	43	92%	37

### ADDITIONAL EVIDENCE

Heketi's proficiency on the NYS 4th-Grade Science exam has decreased and then increased since 2015-2016. In 2015-2016, 95% of our students demonstrated proficiency. However, in 2016-2017, the proficiency rate decreased by 18 percentage points to 77%. In the 2017-2018 school year, the proficiency rate increased by 17 percentage points to 92%.

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	95%	41	77%	31	92%	37
8						
All	95%	41	77%	31	92%	37

#### 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

Heketi exceeded CSD 7's proficiency rate on the NYS 4th-Grade Science 2016-2017 exam. 92% of students who were enrolled 2 or more years at Heketi scored proficiently on the NYS 4th-Grade Science 2017-2018 exam as compared to 72% of CSD 7 students in 2016-2017.

#### 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 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	37	72%	1,232
8				
All	92%	37	72%	1,232

### ADDITIONAL EVIDENCE

Heketi has exceeded CSD 7's performance on the NYS 4th-Grade Science exam since 2015-2016. The difference was greatest in 2015-2016 by 23 percentage points; the difference was at its most narrow in 2016-2017 by 2 percentage points. Heketi's proficiency increased in 2017-2018 to 92%, a 17-point difference with CSD 7's 2016-2017 proficiency rate.

#### 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	95%	72%	77%	72%	92%	n/a
8						
All	95%	72%	77%	72%	92%	n/a

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

## SUMMARY OF THE SCIENCE GOAL

Heketi met both Science goals.

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 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.	Did achieve

## ACTION PLAN

During the 2018-2019 school year, the school will take a “back-to-basics” approach in our curriculum and instruction. We will continue to deepen our understanding and use of the following steps:

- Focus on our Thinking Maps program to strengthen teachers’ learning objectives and improve student writing across all genres, emphasizing persuasive and expository writing as bedrocks of scientific reporting.
- increase our teachers’ content knowledge in science by exposing them to the Next Generation Science Standards so that our students develop a conceptual understanding and acquire various strategies.
- We will continue our work with Writing is Thinking Strategic Inquiry (WITsi) and purposefully include a focus on justifying and writing one’s scientific reasoning. WITsi has trained a few teacher leaders in the building who will introduce the first set of strategies to the instructional team in partnership with school leaders.
- The NYC Charter School Center has selected Heketi to join a new project, Promising Practices Initiative for ELLs. Our ENL teachers and Dual-Language Instructional Specialist will continue to focus on our ELL students’ speaking, reading, listening, and writing development with a laser-focused intention of decreasing the gap between our ELL students’ speaking proficiency and their writing proficiency.

All of these pieces have been designed to come together to support the adult learning at Heketi within learning-oriented model. We will have the deepest impact in our students’ academic achievement if their teachers receive professional development and coaching targeted on high-leverage practices that will support student learning.

Finally, we will provide students in testing grades additional opportunities for test preparation in a differentiated manner. We will use Test Talk as a way to analyze the language used in and required of children in standardized testing, with the goal of understanding testing language as another genre of reading and writing. In addition to rigorous interim exams that mimic the NYS tests in function and form, the social work department will provide test anxiety strategies for students who exhibit anxiety in testing situations. We will continue to use the i-Ready program to prepare

students for the rigor of the exams. The differentiation of test preparation will come about after analyzing students’ performance on interim exams as well as past NYS exam scores.

## 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 assistance.

### 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

Heketi’s ESSA status is not yet available for the 2017-2018 school year since the School Report Cards have not been published as of this writing.

### ADDITIONAL EVIDENCE

Heketi did not meet its accountability status in 2015-2016 nor 2016-2017. The accountability status for 2017-2018 has not been released yet.

Accountability Status by Year

Year	Status
2015-16	No
2016-17	No
2017-18	Unavailable

## APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal S: Parent Satisfaction

Write the school's goal here.

### Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

### METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

### RESULTS

Provide a narrative of parents' responses.

#### 2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

#### 2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	%

### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

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

#### METHOD

Provide a narrative explaining how students are tracked year to year

#### RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2017-18 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
[#]	[#]	[#]	[%]

#### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

#### ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

### Goal S: Absolute Measure

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

#### METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

#### RESULTS

Provide a narrative describing the year's attendance rate.

## 2017-18 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Overall	[%]

### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

## APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

### ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

#### Absolute Measure

In 2017-18, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2017-18 English Language Arts Performance  
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

#### 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 exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

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							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

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

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16									
2016-17									
2017-18									

**Growth Measure (national norm-referenced assessment)**

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2016-17 and 2017-18. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

### RESULTS

#### Cohort Growth on [XXX] Test from Spring 2017 to Spring 2018

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2016-17	Target	2017-18	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

### ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

#### Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2015-16	
2016-17	
2017-18	

#### Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2014-15	[?/?]		
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2017-18 Science Performance  
by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								