



Albany Community Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By S. Neal Currie Jr., Principal

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

S. Neal Currie Jr., Principal, prepared this 2018-19 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.

2018-19 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	77	80	76	74	79	78	78	78	61	681
2018-19	73	74	78	75	71	79	69	63	65	647

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

After conducting a robust curriculum audit, ACCS transitioned away from the EngageNY modules in the winter 2017. From January to June of that year the teachers were provided with intensive professional development and coaching to unpack each standard, craft objectives, and align classwork and assessments to match the rigor of the New York State exams. Concurrent to the shift away from the EngageNY modules, ACCS teachers were also developing instructional methods in order to increase rigor in the classroom with specific attention given to the ACCS instructional framework. The focus on standard and assessment alignment as well as pedagogy led to increases in ELA achievement on the NYS exam of 10%.

In 2018-19 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. Some key reasons for the shift to Achievement First included:

- Increased 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 proactively address concerns
- Educators can engage in lesson rehearsal prior to delivering instruction to students and receive constructive feedback from coaches and peers

-Ensure vertical and horizontal alignment across grade levels and content

-Increased focus on literacy with built curriculum for each subject across content areas

- Close reading
- Guided reading
- Core standards-based instruction
- Read-alouds
- Literature
- Non-fiction
- Writing

-Student Discourse

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 2019. 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).

2018-19 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	70			2		2
4	72					
5	74					
6	71					
7	62			1		1
8	63			1		1
All	412	0	0	4	0	416

RESULTS AND EVALUATION

ACCS did not achieve this measure. 34 percent of students in at least their second year scored at proficiency on the 2018-19 NYS ELA exam. Scores ranged from a high of 49% in grade 3 to a low of 14% in grade 7.

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2018-19 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	50%	70	49%	57
4	36%	72	40%	60
5	30%	74	30%	63
6	30%	71	29%	55
7	16%	62	14%	50
8	41%	63	39%	61
All	34%	412	34%	346

ADDITIONAL EVIDENCE

34 percent proficiency on the ELA exam is the highest in the past three years demonstrating a positive trajectory year to year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	62	51%	63	49%	57
4	20%	56	24%	62	40%	60
5	11%	57	20%	55	30%	63
6	17%	60	32%	56	29%	55
7	23%	44	17%	59	14%	50
8	31%	61	51%	41	39%	61
All	22%	340	32%	336	34%	346

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 Albany Community Charter School 2018-19 Accountability Plan Progress Report

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. 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

This ELA metric was achieved by ACCS. The 2019 ELA Performance Index calculates to 110 exceeding the Measure of Interim Progress set by the state of 105.

English Language Arts 2018-19 Performance Index					
Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
412	28	38	27	7	
	PI = 38 + 27 + 7 = 72		27 + 7 = 34		
		+ (.5)*7 = 3.5			
			PI = 110		

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, 34 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.

2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	49%	57	31%	698
4	40%	60	25%	654
5	30%	63	16%	647
6	29%	55	25%	620
7	14%	50	14%	533
8	39%	61	24%	472
All	34%	346	23%	3624

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	29%	20%	51%	26%	49%	31%
4	20%	20%	24%	25%	40%	25%
5	11%	17%	20%	18%	30%	16%
6	17%	15%	32%	27%	29%	25%
7	23%	16%	17%	18%	14%	14%
8	31%	28%	51%	23%	39%	24%
All	22%	19%	32%	23%	34%	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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 analysis is not yet available. This report contains 2017-18 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, 2017-18. The overall comparative performance was deemed lower than expected with an effect size of -0.14, below the target of 0.3.

2017-18 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	86.5	73	46.6	39.6	7.0	0.37
4	91.1	74	27.0	35.2	-8.2	-0.45
5	82.1	73	19.2	27.4	-8.3	-0.51
6	89.7	72	31.9	34.8	-2.9	-0.16
7	89.7	72	18.1	26.7	-8.6	-0.51
8	86.9	50	50.0	37.2	12.8	0.67
All	87.7	414	31.2	33.3	-2.1	-0.14

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

As evidenced in the following table, the ELA effect size has been consistently improving year to year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2017-18	3-8	87.7	414	31.2	33.3	-0.14

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In 2017-18, ACCS did achieve this measure with an overall mean growth percentile of 52.5. Grade 8 demonstrated the most growth with a MGP of 62.8.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.3	50.0
5	50.7	50.0
6	49.1	50.0
7	57.4	50.0
8	62.8	50.0
All	52.5	50.0

ADDITIONAL EVIDENCE

2017-18 marks the first year in the past three that ACCS has met this measure, indicating the uptick in growth.

³ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	33.2	36.3	46.3	50.0
5	53.8	42.7	50.7	50.0
6	35.4	41.5	49.1	50.0
7	47.0	43.1	57.4	50.0
8	61.2	66.6	62.8	50.0
All	46.0	46.4	52.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although Albany Community Charter School is still working toward having at least 75 percent of scholars in at least their second year at ACCS scoring at proficiency levels of 3 and 4, performance is improving year after year. ACCS achieved two measures this year that we did not in 2017-18; meeting the MIP and having a mean unadjusted growth percentile greater than 50. Albany Community Charter School consistently outperforms the local school district and offers an alternative educational program to the community.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Achieved

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

In 2018-19 ELA 38% (n=156) of scholars scored at a level 2. 46% of the level 2 scholars (n=72) scored within 10 points of proficiency. This data gives us a considerable amount of encouragement that with increased efficacy in instruction substantial gains can be accomplished in English Language Arts.

ACCS started a number of initiatives last year that we believe will be much improved this school year. A second full year of implementing the AF curriculum will accompany improved execution as teachers will be more familiar with the resources and materials.

In addition to the curriculum changes, a focus on targeted instruction to level 2 scholars during the A.C.C.S. block will be improved and help us maximize student growth.

A.C.C.S Block- (**All Children Can Succeed**) is the Academic Intervention Block for students in (gr. K-8). The block consist of 45 minute targeted small group instruction in ELA based on standards. The block will also utilize the **iReady on-line learning program**. iReady is a diagnostic testing program that identifies the skill deficits of students 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.

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 be 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 teachers to formally check for understanding multiple times during each lesson. As well as systematically giving scholars feedback on independent work.

These improvements will be supported by :

Consultant Support from Teach Like a Champion (TLAC) Uncommon Schools- includes Site Visits, Engagement and Rigor diagnostic Classroom observations, audits of scholar work, Observations of PD, Leadership and teacher interviews and Teacher and Leader training, and Reporting.

Collaboration with Local High performing charter school - ACCS will specifically look to share best practices in ELA instruction and assessment to improve mastery at specific grade levels.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

After conducting a robust curriculum audit, ACCS transitioned away from the EngageNY modules in the winter 2017. From January to June of that year the teachers were provided with intensive professional development and coaching to unpack each standard, craft objectives, and align classwork and assessments to match the rigor of the New York State exams. Concurrent to the shift away from the EngageNY modules, ACCS teachers were also developing instructional methods in order to increase rigor in the classroom with specific attention given to the ACCS instructional framework. The focus on standard and assessment alignment as well as pedagogy led to increases in Math achievement on the NYS exam of 16 percentage points in 2018.

Like ELA in 2018-19 ACCS adopted the Achievement First Math curriculum which includes a focus on number sense, conceptual understanding, number fluency, adaptive reasoning and productive After conducting a robust curriculum audit, ACCS transitioned away from the EngageNY modules in the winter 2017.

We are confident that with our shift to Achievement First Open Source Curriculum we have significantly increased the level of instructional rigor and standards based alignment to our math program. In addition scholars at ACCS also now receive 45 minutes of additional small group math instruction each day. The intervention block allows teachers time to reteach lessons, remediate deficient skills and provide enrichment to advanced scholars. We expect that we will begin to see increases in student achievement with more efficient targeted instruction to scholars particularly those who were within 10 points of proficiency this school year.

The K-8 mathematics program at ACCS, is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics concepts 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.

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 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

**2018-19 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁵				Total Enrolled ⁶
		IEP	ELL	Absent	Refused	
3	70			1		73
4	70			1		71
5	74					74
6	71					71
7	60				1	62
8	62			1	1	64
All	407	0	0	5	7	415

RESULTS AND EVALUATION

ACCS did not achieve this measure as 39 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 56% at levels 3 and 4.

**Performance on 2018-19 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	60%	70	56%	57
4	39%	70	43%	58
5	47%	74	49%	63
6	34%	71	33%	55
7	10%	60	10%	48
8	39%	62	37%	60
All	39%	407	39%	341

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.

⁶ There are several other students not tested due to no assessment or administrative error so the table does not add up properly.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

With the exception of grades 3 and 7, all grades' proficient increased from last year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	50%	62	74%	62	56%	57
4	16%	56	42%	62	43%	58
5	20%	56	35%	55	49%	63
6	17%	60	24%	54	33%	55
7	9%	44	27%	59	10%	48
8	15%	59	33%	42	37%	60
All	22%	337	40%	334	39%	341

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 2018-19 mathematics MIP for all students of 107. 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

ACCS achieved this math measure in 2018-19. The 2019 mathematics Performance Index calculates to 122 exceeding the Measure of Interim Progress set by the state of 107.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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
407	28	32	22	17

$$\begin{array}{rcl}
 \text{PI} & = & 32 + 22 + 17 = 74 \\
 & & 22 + 17 = 39 \\
 & & + (.5)*17 = 8.5 \\
 & & \text{PI} = 122
 \end{array}$$

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.⁷

RESULTS AND EVALUATION

ACCS math students met this comparative outcome measure in math versus the local district with an overall 3-8 proficiency rate of 39% to their 21%.

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	56%	57	31%	707
4	43%	58	24%	655
5	49%	63	21%	647
6	33%	55	19%	599
7	10%	48	15%	504
8	37%	60	3%	354
All	39%	341	21%	3466

⁷ 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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	50%	24%	74%	25%	56%	31%
4	16%	14%	42%	20%	43%	24%
5	20%	15%	35%	16%	49%	21%
6	17%	13%	24%	17%	33%	19%
7	9%	14%	27%	13%	10%	15%
8	15%	0%	33%	3%	37%	3%
All	22%	15%	40%	17%	39%	21%

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 2017-18 results, the most recent Comparative Performance Analysis available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Based on the 2017-18 report, ACCS did not meet this measure performing slightly higher than expected in math compared to other similar schools. The overall effect size calculated to 0.26, however grade 3 had an effect size of 1.18.

2017-18 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	86.5	72	68.1	42.4	25.6	1.18
4	91.1	74	40.5	33.5	7.0	0.35
5	82.1	73	28.8	32.2	-3.4	-0.19
6	89.7	70	22.9	27.7	-4.9	-0.20
7	89.7	73	26.0	24.2	1.8	0.09
8	86.9	52	30.8	21.5	9.3	0.44
All	87.7	414	36.5	30.7	5.8	0.26

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

The 2017-18 effect size is significantly higher than previous years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2017-18	3-8	87.7	414	36.5	30.7	0.26

Goal 2: Growth Measure⁸

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

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

In 2017-18, ACCS achieved this measure with an overall mean growth percentile of 57.5. Grade 8 demonstrated the most growth with a MGP of 76.1.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	42.8	50.0
5	69.4	50.0
6	52.4	50.0
7	52.4	50.0
8	76.1	50.0
All	57.5	50.0

ADDITIONAL EVIDENCE

The mean growth percentile has been increasing each year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	24.3	39.8	42.8	50.0
5	59	54.7	69.4	50.0
6	25.3	39.0	52.4	50.0
7	39.7	49.0	52.4	50.0
8	56.4	64.1	76.1	50.0
All	40.7	49.5	57.5	50.0

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Math proficiency rates at Albany Community Charter School were much improved in 2017-18 and similar overall proficiency was scored in 2018-19. The charter school performs 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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Achieved

ACTION PLAN

In 2018-19 Math 32% (n=129) of scholars scored at a level 2. 60% of the level 2 scholars (n=77) scored within 10 points of proficiency. This data gives us a considerable amount of encouragement that with increased efficacy in instruction substantial gains can be accomplished in Mathematics.

ACCS started a number of initiatives last year that we believe will be much improved this school year. A second full year of implementing the AF curriculum will accompany improved execution as teachers will be more familiar with the resources and materials.

In addition to the curriculum changes, a focus on targeted instruction to level 2 scholars during the A.C.C.S. block will be improved and help us maximize student growth.

A.C.C.S Block- (**All Children Can Succeed**) is the Academic Intervention Block for students in (gr. K-8). The block consist of 45 minute targeted small group instruction in ELA based on standards. The block will also utilize the **iReady on-line learning program**. iReady is a diagnostic testing program that identifies the skill deficits of students 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Departmentalization Instruction in grades 3-5- Scholars in grades 3rd through 5th 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 are only be responsible for the planning and intellectual preparation for one subject.

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

These improvements will be supported by :

Consultant Support from Teach Like a Champion (TLAC) Uncommon Schools- includes Site Visits, Engagement and Rigor diagnostic Classroom observations, audits of scholar work, Observations of PD, Leadership and teacher interviews and Teacher and Leader training, and Reporting.

Collaboration with Local High performing charter school - ACCS will specifically look to share best practices in ELA instruction and assessment to improve mastery at specific grade levels.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2019. 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 did not achieve this science measure. Grade 4 students had 91 percent scoring at performance levels 3 and 4, however just 28 percent of eighth grade scholars scored at proficient levels.

Charter School Performance on 2018-19 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of All Students at Proficiency		Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88%	69	91%	58
8	31%	62	28%	60
All	61%	131	59%	118

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth grade science results are steady with greater than 75% at proficiency, however eighth grade students struggle to meet this science measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	80%	63%	92%	62	91%	58
8	23%	19%	48%	42	28%	60
All	51%	49%	74%	104	59%	118

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

RESULTS AND EVALUATION

ACCS met this measure based on 2017-18 science scores.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	58		
8	28%	60		
All	59%	118		

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Overall, ACCS science student proficiency rates are greater than the local district based on their 2017-18 results.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	80%	63%	92%	70%	91%	
8	23%	19%	48%	21%	28%	
All	51%	49%	74%	52%	59%	

SUMMARY OF THE SCIENCE GOAL

Overall, ACCS science proficiency fell short of 75 percent at 59. Based on district 2017-18 science scores, ACCS outperformed the local district, Albany CSD.

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

ACTION PLAN

Refer to the aforementioned academic plans going forward.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

82 percent of eligible students returned this fall.

EVALUATION

This outcome measure has not been met by ACCS.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	90%
2017-18	90%
2018-19	82%

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 92%.

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
2015-16	94%
2016-17	94%
2017-18	94%
2018-19	92%

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 generally uses the counsel of Bond Schoeneck & King 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19. 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.