



**Central Queens Academy Charter
School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Suyin So

55-30 Junction Boulevard (5th and 6th Grades)

Queens, NY 11373

718-271-6200

88-24 Myrtle Avenue (7th and 8th Grades)

Glendale, NY 11385

718-850-3111

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|----------------|--------------------|
| Michael Zisser | Interim Chair |
| Rick Ruvkun | Treasurer, Finance |
| Jon Blattmachr | Secretary |
| Bruce Saber | Facility Chair |
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| Catherine Tse | Finance |
| Sonia Park | Education, Chair |
| David Nitkin | Education |
| Vipul Tandon | Facility |

Suyin So has served as the Executive Director since 2012. Glenn Liebeck has been School Director since 2018.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services. CQA will lay a foundation for students to be able to graduate and attend the competitive high school of their choice, and to go on and excel in college.

CQA's primary goal is to improve educational opportunities for immigrants, children of immigrants, and English Language Learner students (ELLs), the nation's fastest-growing student population and about 14% of the student population of New York City. CQA is the first public charter school to serve NYC's most overcrowded school district, Community School District 24 (CSD 24), and one of the first charters to focus on ELL student achievement. CQA serves grades 5 through 8 and has sought to add a high school and an elementary school option as well. Our scholars are expected to gain the sound academic foundation and character development needed to graduate, attend the high school of their choice, and go on to succeed in higher education.

CQA is located in Queens, the nation's most multi-ethnic county, and inside Elmhurst, home to the nation's most diverse ZIP code, 11373. In serving Elmhurst, a traditional immigrant gateway community, and the neighboring areas of Corona and Woodside, CQA seeks to recruit and retain our target student population of ELLs, the nation's fastest-growing student population. Our students' preferred home languages reflect our neighborhood's diversity: Spanish, Chinese, Tibetan and Bengali.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|-----|-----|-----|-----|---|----|----|----|-------|
| 2013-14 | | | | | | 110 | 105 | | | | | | | 215 |
| 2014-15 | | | | | | 105 | 106 | 95 | | | | | | 306 |
| 2015-16 | | | | | | 104 | 101 | 102 | 95 | | | | | 402 |
| 2016-17 | | | | | | 103 | 97 | 95 | 96 | | | | | 401 |
| 2017-18 | | | | | | 102 | 104 | 104 | 86 | | | | | 396 |
| 2018-2019 | | | | | | 109 | 103 | 100 | 100 | | | | | 412 |

GOAL 1: ENGLISH LANGUAGE ARTS

Goal: CQA students will become proficient readers and writers of the English language.

Goal 1: English Language Arts

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.

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CQA's ELA curriculum incorporates the Expeditionary Learning-developed curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards (CCLS). Within these units, there has been an increasing emphasis on students reading grade-level texts with appropriate scaffolds, in order to prepare them for the New York State Exam. ELA instruction takes place for 2 hours per day (2 consecutive periods) split into writing and reading, sometimes with the assistance of an ENL or Special Education Teacher for push-in support. In addition to the performance tasks, students took unit exams, Ready Benchmark exams and other internally developed assessment tools. Professional Development was provided for the ELA faculty and all other teachers in the form of coaching, external PD's, and internal PD's on school-wide literacy practices.

Our literacy practices program is also a central part of our ELA program. In the 2018-2019 school year, students received small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P) and the Scholastic Reading Inventory (SRI). The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Instructional leaders provided extensive professional development on topics such as close reading and paragraph writing.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in grades 5 to 8 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 | | | | | | |
| 4 | | | | | | |
| 5 | 109 | 12 | 21 | 0 | 0 | 109 |
| 6 | 103 | 6 | 8 | 0 | 0 | 103 |
| 7 | 100 | 10 | 4 | 0 | 0 | 100 |
| 8 | 100 | 9 | 5 | 0 | 0 | 100 |
| All | 412 | 37 | 38 | 0 | 0 | 412 |

RESULTS AND EVALUATION

75.6% of students enrolled in their second year at CQA met proficiency in the April 2019 ELA state exam. Thus, CQA met this measure.

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

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Performance on 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 | | | | |
| 4 | | | | |
| 5 | 45 | 109 | | |
| 6 | 74 | 103 | 74 | 103 |
| 7 | 74 | 100 | 74 | 100 |
| 8 | 79 | 100 | 79 | 100 |
| All | 68 | 412 | 75.6 | 303 |

ADDITIONAL EVIDENCE

Over the last three years, students enrolled in at least their second 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 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 46 | 97 | 82 | 101 | 74 | 103 |
| 7 | 74 | 95 | 63 | 104 | 74 | 100 |
| 8 | 76 | 96 | 84 | 86 | 79 | 100 |
| All | 65 | 288 | 76.3 | 291 | 75.6 | 303 |

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 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

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| | | | | |
|-----|----|-----|----|--------|
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 76 | 103 | 49 | 4,102 |
| 7 | 74 | 100 | 43 | 4,302 |
| 8 | 79 | 100 | 53 | 4,235 |
| All | 76 | 303 | 48 | 12,639 |

ADDITIONAL EVIDENCE

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2019 NYS ELA Exam for each grade that CQA serves and the chart below partially shows.

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 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 46 | 35 | 82 | 50 | 76 | 49 |
| 7 | 74 | 45 | 63 | 45 | 74 | 43 |
| 8 | 76 | 51 | 84 | 55 | 79 | 53 |
| All | 59 | 41 | 76 | 50 | 76 | 48 |

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.

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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

Provide a brief narrative highlighting 2017-18 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school’s aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels’ comparative performance.

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 | | | | | | |
| 4 | | | | | | |
| 5 | 84.0 | 104 | 57.7 | 26.7 | 31.0 | 1.95 |
| 6 | 89.6 | 101 | 82.2 | 34.9 | 47.3 | 2.60 |
| 7 | 92.4 | 104 | 63.5 | 25.6 | 37.8 | 2.46 |
| 8 | 84.9 | 86 | 83.7 | 37.8 | 45.9 | 2.38 |
| All | 87.8 | 395 | 71.1 | 30.9 | 40.2 | 2.34 |

School’s Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2019 NYS ELA Exam for each grade that CQA serves and the chart below partially shows.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | 5-8 | 82 | 398 | 59.8 | 24.6 | 2.23 |
| 2016-17 | 5-8 | 88.8 | 391 | 59.3 | 24.8 | 2.21 |
| 2017-18 | 5-8 | 87.8 | 395 | 87.8 | 30.9 | 2.34 |

Goal 1: Growth Measure³

³ 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 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

CQA’s mean growth percentile by grade level demonstrates significant growth in our scholars over time. In the 2017-2019 results, we noted a slight dip in the 8th grade results. To address this, we have intensified our literacy practices, introducing more vocabulary instruction as well as splitting reading and writing instruction.

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

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | | 50.0 |
| 5 | 68.5 | 50.0 |
| 6 | 61.8 | 50.0 |
| 7 | 64.4 | 50.0 |
| 8 | 52.8 | 50.0 |
| All | <u>62.2</u> | 50.0 |

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | | | | 50.0 |
| 5 | 63.5 | 59.5 | 68.5 | 50.0 |
| 6 | 70.5 | 64.8 | 61.8 | 50.0 |
| 7 | 62.5 | 57.9 | 64.4 | 50.0 |

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

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| | | | | |
|-----|------|------|------|------|
| 8 | 62.0 | 60.3 | 52.8 | 50.0 |
| All | 64.9 | 60.3 | 62.2 | 50.0 |

| |
|---------------------------------|
| Goal 1: Optional Measure |
| N/A |
| METHOD: |
| RESULTS AND EVALUATION: |
| ADDITIONAL EVIDENCE: |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| 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. | Met |
| 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. | Met |
| 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. | Met |
| 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.) | Met |
| 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.) | Met |

ACTION PLAN

CQA continues to focus on improving literacy skills in all grades, using a variety of intervention and classroom strategies. This year we have introduced specialized instructional coursework for reading and writing to further build upon our scholars' skills. We are also improving our ELL services through, in part, collaboration with other schools and partnerships with outside specialists.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Write the school's mathematics goal here

BACKGROUND

Goal: CQA students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

CQA incorporates a math curriculum that intentionally utilizes Singapore Math in grade 5 in order to remediate, teach the 5th grade content and skills, and develop a number sense that will help students in the subsequent years of middle school. CQA then uses the Expeditionary Learning curriculum for math in grades 6, 7, & 8 that is found at Engageny.org. Interim assessments or benchmark exams are a combination of questions from past state exams, Ready questions, and internally created questions to help collect data on student mastery of standards and skills.

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 5 through 8 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.

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

| Grade | Total Tested | Not Tested ⁵ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 109 | 12 | 21 | 0 | 0 | 109 |
| 6 | 103 | 6 | 8 | 0 | 0 | 103 |
| 7 | 100 | 10 | 4 | 0 | 0 | 100 |
| 8 | 100 | 9 | 5 | 0 | 0 | 100 |

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

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| | | | | | | |
|-----|-----|----|----|---|---|-----|
| All | 412 | 37 | 38 | 0 | 0 | 412 |
|-----|-----|----|----|---|---|-----|

RESULTS AND EVALUATION

CQA met this performance goal. 77% of all students enrolled in their second year were proficient on the April 2019 mathematics state exam.

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 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 74 | 103 | 74 | 103 |
| 7 | 78 | 100 | 78 | 100 |
| 8 | 78 | 100 | 78 | 100 |
| All | 77 | 303 | 77 | 303 |

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 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 60 | 39 | 71 | 44 | 74 | 103 |
| 7 | 71 | 42 | 67 | 44 | 78 | 100 |
| 8 | 69 | 29 | 85 | 30 | 78 | 100 |
| All | 66 | 41 | 74 | 39 | 77 | 303 |

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

For the 2018-2019 testing year, CQA's Performance Index is 181, above the Measure of Interim Progress of 107. CQA met this goal.

| Mathematics 2018-2019 Performance Level Index (PI) | | | | | | | | | |
|--|---|---------|---------|---------|----|---|-------|---|-----|
| Number in Cohort | Percent of Students at Each Performance Level | | | | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | | | | | |
| 412 | 9 | 19 | 31 | 40 | | | | | |
| | PI | = | 19 | + | 31 | + | 40 | = | 90 |
| | | | | | 31 | + | 40 | = | 71 |
| | | | | | | | .5*40 | = | 20 |
| | | | | | | | PI | = | 181 |

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

CQA met this goal, as all students in all tested grades exceeded the proficiency rates of our surrounding district, Community School District 24.

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

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

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 74 | 103 | 45 | 4201 |
| 7 | 78 | 100 | 45 | 4372 |
| 8 | 78 | 100 | 31 | 2734 |
| All | <u>77</u> | 303 | 40 | 11307 |

ADDITIONAL EVIDENCE

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2019 Mathematics Exam for each grade that CQA serves and the chart below partially shows.

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 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 60 | 39 | 71 | 44 | 74 | 45 |
| 7 | 71 | 42 | 67 | 44 | 78 | 45 |
| 8 | 69 | 29 | 85 | 30 | 78 | 31 |
| All | 66 | 41 | 74 | 39 | <u>77</u> | 40 |

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

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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.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2017-18 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

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 | | | | | | |
| 4 | | | | | | |
| 5 | 84.0 | 104 | 52.9 | 31.3 | 21.6 | 1.16 |
| 6 | 89.6 | 101 | 71.3 | 27.8 | 43.5 | 2.1 |
| 7 | 92.4 | 104 | 67.3 | 22.8 | 44.5 | 2.4 |
| 8 | 84.9 | 86 | 84.9 | 21.8 | 63.0 | 2.95 |
| All | 87.8 | 395 | 68.4 | 26.1 | 42.2 | 2.13 |

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance on this comparative measure, including trends over time.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| | | | | | | |

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| | | | | | | |
|---------|-----|------|-----|------|------|------|
| 2015-16 | 5-8 | 82.0 | 398 | 60.4 | 22.3 | 2.01 |
| 2016-17 | 5-8 | 88.8 | 391 | 65.7 | 19.9 | 2.57 |
| 2017-18 | 5-8 | 87.8 | 395 | 68.4 | 26.1 | 2.13 |

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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.⁸

RESULTS AND EVALUATION

CQA met this goal.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | | 50.0 |
| 5 | 61.3 | 50.0 |
| 6 | 70.5 | 50.0 |
| 7 | 66.6 | 50.0 |
| 8 | 56.0 | 50.0 |
| All | 63.9 | 50.0 |

ADDITIONAL EVIDENCE

CQA's mean growth percentile exceeded the target in testing years 2016, 2017, and 2018.

Mathematics Mean Growth Percentile by Grade Level and School Year

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

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

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| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | | | | 50.0 |
| 5 | 73.1 | 77.7 | 61.3 | 50.0 |
| 6 | 70.0 | 71.5 | 70.5 | 50.0 |
| 7 | 65.9 | 66.0 | 66.6 | 50.0 |
| 8 | 51.3 | 59.2 | 56.0 | 50.0 |
| All | 65.4 | 68.7 | 63.9 | 50.0 |

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| 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. | Met |
| 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. | Met |
| 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. | Met |
| 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.) | Met |
| 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.) | Met |

ACTION PLAN

CQA met all performance goals for mathematics. We hope to improve in future years and offer advanced mathematics, including the introduction of algebra.

GOAL 3: SCIENCE

Goal 3: Science

BACKGROUND

Goal: CQA students will use technology, scientific concepts, principles and theories to conduct and

analyze investigations.

BACKGROUND

CQA’s science curriculum is a combination of teacher-created units of instruction with the incorporation of IQWST curricula created by Sangari for life science, chemistry, physics, and earth science. This curriculum places a heavy emphasis on discovery lessons that are student-centered and inquiry-based as they incorporate lab activities and experimentation. The IQWST curriculum is meant for grades 6-8 but is incorporated at CQA one grade early, respectively so that students in 8th grade can take Earth Science, a high school course ending in the NYS Regents Exam.

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 Earth Science New York State Regents Examination in June 2019. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|---------------|---------------------------|---------------|
| 8 | 2016-17 | Earth Science | 91 | 96 |
| 8 | 2017-18 | Earth Science | 97 | 86 |
| 8 | 2018-19 | Earth Science | 90 | 100 |

Starting in school year 2016-2017, CQA began administering the Earth Science New York State Regents examination in lieu of the New York State Standards 8th grade science examination. CQA scholars have exceeded the local district and statewide passing rate on the Earth Science Regents exam each year. By comparison, in 2017, the most recent publicly available testing year data for CQA’s surrounding district, NYC Community School District 24, 62% of 2,811 high school students passed the Earth Science Regents Examination. In 2017, 91% of CQA scholars achieved a 65 or above on the Earth Science Regents.

We hope to continue to increase our offerings in advanced science in future years to better equip students with the science skills to be successful in high school and college.

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

For this measure, we refer to the Earth Science results from testing year 2017, when CQA’s 8th grade cohort achieved 91% pass rate (at or above 65) compared to the surrounding district’s pass rate of 62%.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE SCIENCE GOAL

CQA met both measures of this goal. However, because local district data regarding Earth Science Regents pass rates is not available from 2018 or 2019, CQA is using 2017 data for the Comparative Measure.

| 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. | Met |
| 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. | Met* |

*Based on 2017 testing data, the most recent publicly available data for CSD 24.

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 4: ESSA

Goal 4: ESSA

Write the school’s Accountability Plan ESSA goal here.

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

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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

CQA's ESSA status is Good Standing. CQA met this measure.

ADDITIONAL EVIDENCE

CQA has been in Good Standing for all years since 2016.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |
| 2018-19 | Good Standing |