



**Elmwood Village Charter School
Hertel**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Liz Evans, Director of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Santacrose	Office: Chair Committees: executive, finance, academic excellence, fundraising
Jennifer Bernacki Smith	Office: Vice Chair Committees: Executive
Matthew Moscati	Office: Treasurer Committees: Executive, Finance
Pamela Pollock	Office: Secretary Committees: Executive, Academic Excellence
Lacole Brumfield	Office: Parent Representative Committees: Nominating, Fundraising
Jamie Smith	Office: Parent Representative Committees: Academic Excellence
Marguerite Battaglia	Committees: Academic Excellence, Nominating
Mimi Barnes-Coppola	Committees: Academic Excellence, Nominating
Kathy Franklin Adams	Committees: Academic Excellence
Evelyn Kerney	Committees: Fundraising
Matthew Ryan	Committees: Finance, Fundraising, Nominating

Kathy Jamil has served as the Principal since 2016.

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Elmwood Village Charter School Hertel opened in 2017 with 150 students in grades K-2, and is adding 50 students and one grade per year until the enrollment is identical to EVCS Days Park – 450 students in grades K-8.

The mission of the School is as follows: “The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.”

Key Design Elements:

- **Small, K-8 community:** EVCS has 2 classrooms per grade level, with all of its students located in the same facility, building a sense of closeness and community.
- **Small Class Size:** EVCS has an average of 25 students per class.
- **Student-Teacher Ratio:** each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- **Community alliances:** students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- **Longer daily schedule and school year:** The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- **More time on task:** extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- **Interdisciplinary curriculum:** EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- **Arts integration:** arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students’ test scores.
- **Parental involvement:** Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.
- **Technology integration:** EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50	49	49	-	-	-	-	-	-	-	-	-	-	-
2018-19	50	51	51	49	-	-	-	-	-	-	-	-	-	-

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Elmwood Village Charter School Hertel students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the state's common core English language arts exams

BACKGROUND

ELA is taught in alignment with the NYS Common Core Learning Standards. EVCS's elementary literacy instruction is centered around, but not limited to the Wonders reading program.

Wonders K-6 program consists of six units per grade level. Within each unit, five weekly lessons guided by an essential question tie the multiple readings and activities of the weeks together. Week six of every unit is designated for assessment and extended project work. At the center of each week's core instruction are the Literature Anthology weekly selections (for grades 2-6, second half of grade 1) and the Literature Big Book (for kindergarten, first half of grade 1), which contain consistently high-quality authentic text selections. *Wonders* also provides ample vocabulary practice with carefully selected words. Vocabulary protocols are organized to introduce, enrich, and extend academic language. Phonics, grammar, and spelling lessons are all research-based, sensibly paced, and sequenced.

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students who are not yet fluent readers (typically grades K-2), the focus is on guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students' background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

Students who are more fluent readers (typically grades 3-6) will participate in literature circles using complex texts to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Literature circles provide excellent opportunities for students to develop proficiency with these specific anchor standards for reading such as:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing Workshop – K-6

EVCS uses the Writing Workshop model of writing instruction. Writing workshop is a process-based writing curriculum that allows us to have coherency across all grades (K-6). Students work on specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing (within genres). Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time, at which time the teacher moves around the room conferring with student about their work. Students are encouraged to write for an audience and each workshop ends with a sharing of student work. Each unit of study ends with a publishing party where students share their completed work. With the adoption of the Common Core State Standards, EVCS made the decision to purchase the Units of Study in Opinion, Information, and Narrative Writing published by Heinemann. This curriculum reflects the genres for writing that are spelled out by the Common Core Standards and gives children several opportunities to write in those genres: narrative, persuasive, informational, and poetry. It places a heavy emphasis on revision. Written by grade level, this resource takes the school year month by month and guides teachers towards instructing with a balance of narrative and nonfiction writing.

Assessment

In addition to the NYS Assessment, students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 1-4) three times per year. In addition, students in grades K-3 are given the Fountas & Pinnell Benchmark Assessments 3 times per year to determine reading levels. Students at all grade levels also take 4 ELA interim assessments per year, the results of which are used to drive 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.

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd 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	50	0	0	0	0	50
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	50	0	0	0	0	50

RESULTS AND EVALUATION

EVCS Hertel did not meet the measure of 75% of students testing proficient on the NYS ELA assessment. The test was administered in the School’s 2nd year of operation and 43 of the students tested in the 3rd grade were enrolled since the School opened. EVCS worked hard to make these students proficient, many of whom came to EVCS Hertel below grade level, and with significant behavioral issues, which can affect learning and academic performance.

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	52	50	48.8	42
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-

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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7	-	-	-	-
8	-	-	-	-
All	52	50	48.8	42

ADDITIONAL EVIDENCE

This is the first year of NYS test results, and thus it will become the baseline of any discussions around growth in proficiency rates.

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	-	-	-	-	48.8	50
4	-	-	-	-		
5	-	-	-	-		
6	-	-	-	-		
7	-	-	-	-		
8	-	-	-	-		
All	-	-	-	-	48.8	50

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 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 is the first year of data for NYS testing. MIP goals were not available in the IRSP for EVCS Hertel.

English Language Arts 2018-19 Performance Index

	Percent of Students at Each Performance Level
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Number in Cohort	Level 1	Level 2	Level 3	Level 4
	20	28	44	8

$$\begin{array}{r}
 \text{PI} = 28 + 44 + 8 = 72 \\
 \text{PI} = 44 + 8 = 52 \\
 \text{PI} = (.5) * 8 = 4 \\
 \text{PI} = 128
 \end{array}$$

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

EVCS Hertel met the measure and outperformed the District's 3rd grade proficiency rates by 16.8%.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48.8	50	32	2348
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	48.8	50	32	2348

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

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ADDITIONAL EVIDENCE

This past year was the first year of testing data for EVCS Hertel and so no comparison in previous years is available.

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	-	-	-	-	48.8	32
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	48.8	32

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

EVCS Hertel had no students in grades 3-8 in 2017-2018.

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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	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

School's Overall Comparative Performance:

Not applicable, No students in testing grade in 2017-2018

ADDITIONAL EVIDENCE

EVCS had no students in testing grades during the years in the table below.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	-	-	-	-	-	-
2016-17	-	-	-	-	-	-
2017-18	-	-	-	-	-	-

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

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

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

There is no relevant data for this measure since EVCS has only one year of test data for 3rd graders in 2018-2019.

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

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

ADDITIONAL EVIDENCE

There is no relevant data for this measure since EVCS has only one year of test data for 3rd graders in 2018-2019

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	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EVCS did not meet the absolute goal of 75% proficiency in the ELA test for 3rd grade. The other absolute goal was not measurable because EVCS Hertel did not receive an MIP Goal for 2018-2019. EVCS Hertel did meet the first comparative goal of outperforming the District, and did so by 16.8%. The other comparative goal of effect size was not measured because the expected performance was not available for the School. The growth goal was also not measurable because EVCS Hertel did not have any testing data for the required student set.

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

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not 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.	n/a
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.)	n/a
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.)	n/a

ACTION PLAN

EVCS Hertel has been open for 2 full years, and is in the nascent stages of its growth. In 2018-2019, EVCS's Board and administrative team restructured the organization based on the model of many network schools.

the Instructional Leadership Team (made up of the Principals of both schools, Assistant Principals of both schools, and the Director of Curriculum and Instruction) participated in the Relay Graduate School National Principals Academic Fellowship (NPAF.) This was undertaken in order to strengthen instructional leadership practices to maximize outcomes for students. The intention is also to set up a culture of high leverage practices and cycles of meaningful feedback for EVCS's instructional staff members. The integration of this system with the Schools' use of the Responsive Classroom system required a careful tweaking of the Relay practices to jibe with the Schools' social-emotional Responsive Classroom (RC) practices, and our culture of teacher agency and autonomy.

EVCS began using Whetstone classroom observation software to help formalize and synchronize feedback for teachers at EVCS. EVCS has also put Instructional coaches into place for the 2019-2020 school year at both campuses and has sent them to the Relay Graduate School institute to ensure uniformity of vision and practice in teacher feedback. The coming year will be spent refining and monitoring the implementation of the coaches.

At the Relay NPAF the Instructional Leaders looked for other common curricular tools that high-performing network schools used to drive their outcomes. One common tool they found was the STEP Literacy Assessment system. EVCS has contracted with UChicago Impact for the 2019-2020 school year to train our teachers in implementing the STEP Literacy Assessment system and support us across the year in using the data to drive instruction. In using this assessment system EVCS is

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striving to deliver more strategic and targeted literacy instruction and high impact guided reading to our students.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Elmwood Village Charter School Days Park students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the state's common core math exams.

BACKGROUND

EVCS utilizes Everyday Mathematics as its core curricular program. No changes to programs or staff took place prior to or during the 2018-2019 school year.

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 grade in May 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	50	0	0	0	0	50
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-

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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7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	50	0	0	0	0	50

RESULTS AND EVALUATION

EVCS Hertel did not meet the measure. EVCS Hertel had 7 students leave from 2017-2018 to 2018-2019. Some of the students who left for other schools were on track to be proficient, thereby lowering the percentage of proficient students left in the grade level. New incoming students raised the overall proficiency in the grade level, which put the class on track for a higher percentage of proficient students once the enrollment in the upper grade levels stabilizes in the coming years.

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	44	50	30	43
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	44	50	30	43

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	n/a	n/a	n/a
8	2017-18	n/a	n/a	n/a
8	2018-19	n/a	n/a	n/a

EVCS Hertel only has data for the past year's 3rd grade and so is unable to discuss trends. EVCS Hertel has used this proficiency data to make targeted decisions about math instruction going forward.

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	-	-	-	-	30	43
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	30	43

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

There is no relevant data for this measure as EVCS Hertel did not have any students in the testing grades in the 2017-2018 school year. The PI for the 2018-2019 school year for grade three is 123 based on 26% of students at Level 1; 30% of students at Level 2; 34% of students at Level 3; and 10% of students at Level 4.

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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
	[?]	[?]	[?]	[?]

$$PI = [?] + [?] + [?] + (.5) * [?] = [?]$$

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

EVCS met the measure, outperforming the District by 2%. Percent of 3rd grade students overall who were proficient was 44%.

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	30	50	28	2384
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	30	50	28	2384

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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ADDITIONAL EVIDENCE

As stated above, EVCS Hertel will be able to address this goal in the coming years as performance trends emerge.

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	-	-	-	-	30	28
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	30	28

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.

RESULTS AND EVALUATION

There is no relevant data for this measure as EVCS Hertel had no students in 3rd grade in the 2017-2018 school year.

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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	72	50	30			
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

No data on predicted proficiency available

ADDITIONAL EVIDENCE

This was the first year of NYS test data and will become the baseline for future analysis of trends over time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	-	-	-	-	-	-
2016-17	-	-	-	-	-	-
2017-18	-	-	-	-	-	-

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

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

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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

There is no relevant data for EVCS Hertel on this measure as none of the School's students were in grade 4 in the 2017-2018 school year.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

ADDITIONAL EVIDENCE

There is no relevant data for EVCS Hertel on this measure as none of the School's students were in the grades indicated on the chart below during the school years listed.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

SUMMARY OF THE MATHEMATICS GOAL

EVCS Hertel did not meet the first absolute measure of 75% proficiency on the NYS math test. EVCS Hertel was unable to measure performance on the second absolute measure because it was not given a state MIP goal. EVCS Hertel met the first comparative goal, outscoring the district by 2% for

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

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students enrolled at least two years, and by 16% for all 3rd grade students. EVCS was unable to assess the outcomes for the second comparative goal of effect size and the growth goal for unadjusted growth percentile in math because of lack of relevant data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not 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.	n/a
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.)	n/a
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.)	n/a

ACTION PLAN

EVCS Hertel, along with EVCS Days Park, will be implementing the math intervention program Do The Math in the 2019-2020 school year in order to address gaps in learning and achievement. EVCS has also implemented instructional coaches across both campuses that will help teachers implement teaching strategies to help students achieve proficiency.

GOAL 3: SCIENCE

Goal 3: Science

Elmwood Village Charter School Hertel students will be proficient in scientific process and inquiry skills able to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the state's common core science exams.

BACKGROUND

Science instruction is aligned to New York State Standards for science, as well as the CCSS for Literacy in Science and Technology. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. The Schools use the National Geographic Science program, which builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

The Next Generation Science Standards (NGSS) represent a significant transition from our previous state standards in that they explicitly call for a multidimensional approach to teaching. This is a shift from common practice which emphasizes content knowledge first, application next, and connections between and across disciplines last. For teachers who have been asked to prioritize content in the past, giving equal emphasis to the science and engineering practices (SEP) and crosscutting concepts (CCC) requires different ways of thinking, lesson planning, and daily instruction. The disciplinary core ideas (DCI) provide familiar and safe ground because they include the ideas of traditional content we have prioritized in the past.

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 did not have students in the 4th or 8th grades in the 2018-2019 school year and therefore did not administer the New York State Testing Program science assessment to students.

RESULTS AND EVALUATION

There is no relevant data for this measure, as EVCS Hertel did not have students in the 4th or 8th grades during the 2018-2019 school year.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested

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4	-	-
8	-	-
All	-	-

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	n/a	n/a	n/a
8	2017-18	n/a	n/a	n/a
8	2018-19	n/a	n/a	n/a

No data for EVCS Hertel is available for the years of the chart below. EVCS will test its first cohort of 4th graders in the 2019-2020 school year.

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	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

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.

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RESULTS AND EVALUATION

No data for EVCS Hertel is available for the years of the chart below. EVCS will test its first cohort of 4th graders in the 2019-2020 school year.

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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-		
8	-	-		
All	-	-		

ADDITIONAL EVIDENCE

No data for EVCS Hertel is available for the years of the chart below. EVCS will test its first cohort of 4th graders in the 2019-2020 school year.

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	-		-		-	
8	-		-		-	
All	-		-		-	

SUMMARY OF THE SCIENCE GOAL

None of the measures can be measured for the science goal, since NYS Science testing has not yet been performed on EVCS Hertel students. EVCS will test its first cohort of 4th graders in the 2019-2020 school year.

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.	n/a

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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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.	n/a
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ACTION PLAN

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

EVCS Hertel was designated as a school in good standing based on a self-assessment which examined STAR growth data for ELA and Math.

ADDITIONAL EVIDENCE

EVCS Hertel was designated as a school in good standing in 2018-2019 based on a self-assessment which examined STAR growth data for ELA and Math in the 2017-2018 school year – the year the school opened.

Accountability Status by Year

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

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

Family satisfaction, as measured by survey, will exceed 85%

80% of responding parents will report that they feel the school is safe as measured by an annual survey.

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

EVCS used the online service SurveyMonkey as the method for collecting responses related to family satisfaction with its schools. The surveys are entitled "EVCS Family Survey [Year]." All attending families were sent messages requesting that they respond to the survey; reminders were sent before closing out the survey.

Responses were collected toward the end of the academic year, during approximately a three-week period. Questions on academics, school life, supports, and staffing were included.

RESULTS

Parents were generally satisfied with EVCS's programs, supports, and community.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
135	200 students	68%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	98%
Our school's academic program is of high quality	98%
My child has access to a variety of resources to help him/her learn.	96%
My child is being well-prepared to continue his/her education.	98%

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Our school provides students and teachers with a safe and orderly environment.

97%

EVALUATION

EVCS Hertel met the measure. Parents are very satisfied with EVCS's programs and academic quality.

Goal S: Absolute Measure

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

METHOD

EVCS Hertel tracks students who leave in the student information system (SIS) as well as in separate spreadsheets. The information is disaggregated by at-risk subgroups as well.

RESULTS

EVCS Hertel retained 95% of students eligible to return the following year overall.

EVCS Hertel also retained 100% of its students with disabilities; 90% of its students who receive ELL services; and 97% of its students who are economically disadvantaged.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
200	n/a	190	95%

EVALUATION

EVCS Hertel met the measure, with 5% more families choosing to remain with EVCS Hertel than the goal of 90%.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	n/a
2017-18	n/a (first year)
2018-19	95%

Goal S: Absolute Measure

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

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METHOD

EVCS Hertel's attendance rate is tracked in its SIS. Its daily attendance rate is one of the reports that's provided in PowerSchool and it is run at the end of the school year, before the rollover to the next academic year.

RESULTS

The attendance rate overall for 2018-2019 was 93.67%. EVCS is implementing attendance tools included with the attendance module of PowerSchool to call parents when students are absent or tardy and to send letters home regularly when students are absent from school. EVCS Hertel is also going to be having the school counselor make calls home to work with parents on getting their children to school regularly.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	94.25%
2	93.6%
3	93.5%
4	n/a
5	n/a
6	n/a
7	n/a
8	n/a
Overall	93.67%

EVALUATION

EVCS Hertel did not meet the measure. EVCS fell short of the 95% goal by 1.33%. EVCS is implementing the measures mentioned above to improve attendance rates.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	n/a
2017-18	94.44%
2018-19	93.67

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 2018-19, 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.

2018-19 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. Schools should provide narrative rationale for why the choices below are meaningful and compelling comparisons.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The first table features a grade level breakdown for 2018-18; the other presents annual aggregate results over time.

2018-19 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
2016-17									
2017-18									
2018-19									

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.

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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 2017-18 and 2018-19. 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 2018 to Spring 2019

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
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?
2016-17	
2017-18	
2018-19	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2018-19 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								