



**PERSISTENCE PREPARATORY  
ACADEMY CHARTER SCHOOL**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Joelle Formato, Founder & Head of School, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Daniel Greene	Chair; Governance (chair), Finance, Development, Academic Accountability
Amanda Winkelsas	Vice Chair; Governance, Academic Accountability (chair)
Catherine Roberts	Secretary; Academic Accountability, Audit
Kenneth Newsom	Treasurer; Finance (chair)
Misha Russo	Trustee; Development (chair), Finance
Kevin Celniker	Trustee; Facilities (chair), Finance
Darnell Haywood	Trustee; Audit
Shatorah Donovan	Trustee; Development
Cord Stone	Trustee; Academic Accountability
Derrick Parson	Trustee; Governance, Academic Accountability
Joelle Formato	Head of School, non-voting member

**Joelle Formato has served as the Head of School since September 1, 2017.**

*Through rigorous academics, high-quality instruction and leadership development, **Persistence Preparatory Academy Charter School** ensures that all K through 8 scholars are firmly on the path to succeed within a four-year college and create positive change within their communities.*

Persistence Preparatory Academy Charter School (Persistence Prep) officially opened its doors on August 22, 2018, offering Kindergarten and first grade. Persistence Prep was born out of the Building Excellent Schools Fellowship. Our Founder and Head of School, Joelle Formato, was a 2016-2017 BES Fellow, and had the opportunity to observe best practices from over 50 high-performing charter schools across the country. Building Excellent Schools is still involved with the school providing coaching, observation and resources to our Head of School and Board of Trustees.

Our mission, shown above, is grounded in our five core beliefs:

### **1. We believe that high-quality teaching is the key driver of academic achievement.**

Persistence Prep fundamentally believes that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. We consider a strong teacher to be the number one factor in ensuring scholar achievement. To guarantee a strong teacher in every classroom, Persistence Prep will focus extensive time and resources into the recruitment, development, and retention of strong teachers. Our school design features **27 days of practice-based professional development, weekly observations and feedback meetings, weekly whole staff professional development and four dedicated data analysis days throughout the year.**

### **2. We believe that college preparation begins in Kindergarten.**

To ensure our scholars can reach ambitious goals and be firmly on the path to the four-year college of their choice, we believe that college preparation must begin on the first day of Kindergarten. This preparation is grounded in our **extended day schedule**, providing scholars with 90 more minutes of instructional time per day than the BPS district. Our school calendar will also be longer by five (5) days. In total, this will provide our scholars with the equivalent of approximately 40 more instructional days each year. This extended time is prioritized as instructional time, with scholars receiving **215 minutes of Literacy and 90 minutes of Math instruction daily.** College will be a consistent part of the language used at Persistence Prep, with **classrooms named after universities, daily college cheers, annual college tours,** etc. We firmly believe in the power of exposing our scholars to the world of opportunities available to them.

### **3. We believe that a structured, supportive, and joyful school culture, with a focus on leadership development, is foundational.**

Persistence Prep firmly believes that school culture is the foundation upon which all else rests. Scholars thrive in structure, and can flourish within a consistent environment in which they know what to expect and what is expected of them. **Structured routines and procedures within every classroom** work to promote efficiency and ensure scholars' physical, emotional, and intellectual safety. Persistence Prep believes that character and leadership can be developed, and that the school is responsible for playing a key role in this development. Our **core values of Community, Enthusiasm, Respect, Grit, and Justice** will be explicitly taught and reinforced throughout the

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year through our **Character and Movement block** in our Lower Academy, and through **daily Advisory** in our Middle and Upper Academies. Scholars will also consistently be celebrated for their leadership and growth through **weekly Community Celebrations**.

#### 4. We believe in proactive supports for all learners based upon the purposeful use of assessment and data analysis.

To best educate our scholars, it is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered. Information will be gained through the purposeful use of both formative and summative assessments. This data will be leveraged to intimately know the strengths and areas for growth for each scholar, and provide them with targeted interventions, supports, and extensions to ensure continued academic achievement and growth. All K-2 classrooms will feature a **two-teacher model** that will allow for increased **small group instruction and daily literacy rotations**. Additionally, our annual calendar features **four dedicated data days** during which our teachers will closely analyze scholar data, allowing them to further target their instruction and meet scholars where they are. Our school will also feature a dedicated **data room**, further emphasizing our belief in that all adults in the building are responsible for the success of every scholar.

#### 5. We believe that family engagement is vital to scholar achievement.

Persistence Prep acknowledges and welcomes families as key partners in ensuring the academic and character growth of every scholar. This vital relationship will proactively begin to be built before a scholar starts school, through **Home Visits** made by members of the school Leadership Team, and will continue to be cultivated throughout the year through frequent communication and a variety of events including **Family Orientations, Weekly communication, Monthly University Nights, Monthly Coffee Chats and Family Achievement Conferences**. We view familial involvement as an imperative piece of our school, and will develop and maintain strong relationships with our families.

Our Founding Class of 103 scholars (102 on BEDS day) came to us from all across the City of Buffalo. Our Founding Class is 86% African American, 5% Hispanic, 8% Multiracial, and 1% white. 91% of our scholars are economically disadvantaged and 11% of them receive Special Education services. We have filled open seats throughout the year, welcoming 16 mid-year enrollees over the course of the year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														0
2017-18														0
2018-19	55	47												102

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

**Students will be proficient in English Language Arts.**

#### BACKGROUND

In the 2018-2019 school year, Persistence Prep dedicated 215 minutes of instruction daily to a balanced literacy approach. This approach included three small group rotations (reading comprehension/guided reading, direct phonics, and independent reading/word work), Read Aloud, Oral Language (Speaking & Listening Standards), and writing. Scholars were broken into leveled, small groups for the majority of these blocks to ensure all had access to the instruction at the appropriate level. Groups were fluid and adjusted frequently based on updated scholar data. All K-2 classrooms feature a two-teacher model to ensure high-quality instruction in both whole and small group instruction.

#### METHOD

Persistence Prep utilized the Strategic Teaching & Evaluation of Progress (STEP) assessment to progress monitor reading growth over the course of the year. The STEP assessment is a nationally-normed, research-based assessment out of the University of Chicago that monitors developmental reading growth across the K-3 spectrum. The assessment was given 4 times throughout the year (October, December, March, June), with teachers engaging in a data analysis and planning day after the conclusion of each round. This analysis allowed teachers to reflect on instruction, develop intervention & enrichment plans, and plan targeted instruction.

Additionally, Persistence Prep administered the nationally-normed NWEA MAP Assessment in October, January and June. This assessment provided us data on scholar progress across the year and allowed us to compare the progress of our scholars to their peers around the country.

## RESULTS AND EVALUATION

### **STEP Assessment**

In alignment with the recommendation of the STEP assessment, we set an internal goal for 100% of scholars to grow a minimum of 3 STEP levels over the course of the year, and 50% of scholars to grow more than 3 STEP levels. A growth of 3 STEP levels represents one full year of reading growth. The table below represents the annual growth made by our scholars in the 2018-2019 school year.

	TOTAL	
	# of scholars	%
No growth	4	4%
1 STEP	17	17%
2 STEPs	29	28%
3 STEPs	29	28%
4 STEPs	17	17%
5 STEPs	6	6%

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As illustrated in the table, 51% of scholars made at least one full year of growth in literacy, with 23% growing more than one year, as measured by the STEP assessment. Scholars who did not make a full year of growth, and are below grade level, have been identified for Rtl services for the start of the 2019-2020 school year.

### **NWEA MAP Assessment**

As measured by the NWEA MAP Assessment, 32% of scholars met their projected growth goal in Reading. This data, however, is impacted by our transient enrollment during the 2018-2019 school year. As a first year school, we continued to fill open seats over the course of the year, resulting in 16 mid-year enrollees. These scholars did not take the initial October benchmark assessment, so we were unable to measure their growth across the full year of instruction. Additionally, the diagnostic assessment was not given until the middle of October, after scholars had already received 8 weeks of instruction. This delay in diagnostic testing resulted in higher initial scores and impacted the overall observed growth. The table below illustrates the comprehensive results as measured by the NWEA MAP Reading assessment.

### **GROWTH STATISTICS: READING**

	<b>BC (K)</b>	<b>HOWARD (K)</b>	<b>CORNELL (1)</b>	<b>UB (1)</b>
% of students who met or exceeded projected RIT	36% (9)	36% (9)	47% (8)	33% (7)
% of projected growth met	77.4%	78%	91.6%	72.5%
Median conditional growth percentile	37	33	39	23

### **ADDITIONAL EVIDENCE**

As a first-year school, we have no historical data to which to compare our academic results. As we progress through the 2019-2020 school year, we will compare data after each round of assessments to ensure greater amounts of growth across the course of the year. We are also able to compare our results to other schools within the Building Excellent Schools network, and collaborate on best practices with school leaders demonstrating stronger results on these assessments.

### **ACTION PLAN**

The Persistence Prep Leadership Team and Board of Trustees spent extensive time analyzing Year 1 results and developing an action plan for the 2019-2020 school year. The table below encompasses the root cause analysis and action steps surrounding our literacy program.

The most notable shift in our literacy program is the expansion of our Scholar Supports Team, to include two full-time Rtl teachers and a Special Education teacher. We have also purchased the Fountas & Pinnell Leveled Literacy Instruction program to ensure that scholars in need of Tier 2 services are receiving instruction differently than in the classroom.

Within the classroom, we are focused extensively on creating scholar-centered classrooms where scholars are doing the heavy lifting throughout academic instruction. Our professional development and

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coaching is focused in this area, including sessions with our STEP trainer, use of The New Teacher Project rubric for feedback, daily live coaching, and participation in national trainings (including Great Habits, Great Readers from the Uncommon Network of schools).

AREA FOR GROWTH	ROOT CAUSE ANALYSIS	PLAN OF ACTION	MEASURABLE OUTCOME(S)/ CHECKPOINTS
Increase in frequency of classroom observations/ coaching sessions	LT capacity- too much time spent on reactive behaviors, additional duties that detracted from core responsibility to support teachers	<ol style="list-style-type: none"> <li>1. Promotion of a high-performing teacher to Director of Curriculum &amp; Instruction</li> <li>2. Increasing size of staff-freeing up LT to do frequent classroom rounds, coaching sessions, etc.</li> <li>3. Streamlining schoolwide priority: Creating student-centered classrooms</li> <li>4. Clarity &amp; consistency in feedback- use of TNTP Teaching Rubric</li> <li>5. Hiring of more flexible staff roles (teaching fellow, ops associate, enrichment teacher)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher quarterly scores on the The New Teacher Project (TNTP) teaching rubric</li> <li>2. Growth in scholar academic data</li> </ol>
Large percentage of K/1 scholars below grade level benchmark	<ol style="list-style-type: none"> <li>1. Student work analysis did not happen frequently enough</li> <li>2. Rtl support did not have clear structure and procedure</li> <li>3. Interventions happened too late in the year</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of strong and structured Rtl program, including purchase of F&amp;P assessment system and LLI</li> <li>2. Expansion of the Scholar Supports Team; subject area specialization for academic Rtl services</li> <li>3. Stronger PD on daily data collection with teachers</li> <li>4. 3 staff members attending high-quality PD throughout summer in Math and Literacy</li> <li>5. External trainers scheduled for PD, particularly for CGI Math instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 6-8 week cycles of Rtl data trackers</li> <li>2. More frequent checkpoints (STEP &amp; running records)</li> <li>3. Weekly Scholar Concern Meetings where teachers bring academic data</li> </ol>

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

**Students will be proficient in Mathematics.**

#### BACKGROUND

Persistence Prep's schedule included 60 minutes of direct Math instruction and 30 minutes of Cognitively Guided Instruction (CGI) in the 2018-2019 school year. For our direct instruction, we utilized a hybrid curriculum of EngageNY and the math curriculum from the Achievement First network of schools. Our Cognitively Guided Instruction scope and sequence was guided by the book *Children's Mathematics: Cognitively Guided Instruction* (Carpenter, Fennema, Franke, Levi, Empson 2015). Our CGI blocks allowed scholars dedicated time to engage with varying types of story problems and solve in a way that makes sense to them. This block also featured a mathematical discourse during which scholars were able to explain their thinking to their peers.

#### METHOD

In addition to regular exit tickets and unit assessments, Persistence Prep utilized internally created interim and end of year assessments, as well as the nationally-normed NWEA MAP assessment to track progress across the year. Teachers utilized staff data days and coaching meetings to analyze this data, reflect on instructional practices, and tweak instruction. Based on early data during the year, particularly with our incoming first graders, we shifted towards a center-based model of instruction 3 days a week to ensure that foundational gaps were being addressed and closed.

#### RESULTS AND EVALUATION

##### *Internal Assessments*

We set an internal goal for 80% of our scholars to reach mastery (>80%) on their End of Year assessment. While this goal was not met in either Kindergarten or first grade, we did see an increase in mastery across the year. The greatest observed growth was in first grade, with a dramatic decrease in scholars scoring below 60% from the beginning to the end of the year. The tables below show performance levels across the year for both grade levels.

**KINDERGARTEN MATH**

		< 60%	60%-80%	>80%
<b>DECEMBER</b>	# of students	10	23	22
	Percent	18%	42%	40%

		< 60%	60%-80%	>80%
<b>MARCH</b>	# of students	13	19	23
	Percent	24%	35%	42%

		< 60%	60%-80%	>80%
<b>EOY</b>	# of students	10	13	32
	Percent	18%	24%	58%



**FIRST GRADE MATH**

		< 60%	60%-80%	>80%
<b>INTERIM #1</b>	# of students	27	12	7
	Percent	59%	26%	15%

		< 60%	60%-80%	>80%
<b>INTERIM #2</b>	# of students	15	14	7
	Percent	42%	39%	19%

		< 60%	60%-80%	>80%
<b>INTERIM #3</b>	# of students	10	17	12
	Percent	26%	44%	31%

		< 60%	60%-80%	>80%
<b>EOY</b>	# of students	13	16	18
	Percent	28%	34%	38%



## NWEA MAP Assessment

As measured by the NWEA MAP Assessment, 39% of scholars met their projected growth goal in Mathematics. This data, however, is impacted by our transient enrollment during the 2018-2019 school year. As a first-year school, we continued to fill open seats over the course of the year, resulting in 16 mid-year enrollees. These scholars did not take the initial October benchmark assessment, so we were unable to measure their growth across the full year of instruction. Additionally, the diagnostic assessment was not given until the middle of October, after scholars had already received 8 weeks of instruction. This delay in diagnostic testing resulted in higher initial scores and impacted the overall observed growth. The table below illustrates the comprehensive results as measured by the NWEA MAP Mathematics assessment.

## GROWTH STATISTICS: MATHEMATICS

	BC (K)	HOWARD (K)	CORNELL (1)	UB (1)
% of students who met or exceeded projected RIT	56% (14)	50% (12)	44% (8)	30% (6)
% of projected growth met	87.9%	87%	89.6%	73.2%
Median conditional growth percentile	50	44	33	24

## ADDITIONAL EVIDENCE

As a first-year school, we have no historical data to which to compare our academic results. As we progress through the 2019-2020 school year, we will compare data after each round of assessments to ensure greater amounts of growth across the course of the year. We are also able to compare our results to other schools within the Building Excellent Schools network and collaborate on best practices with school leaders demonstrating stronger results on these assessments.

## ACTION PLAN

In addition to the action steps outlined above in our reading goal (increased Rtl services, increased coaching, etc.), we have made some notable shifts in our Math program for the 2019-2020 school year. The largest change is a shift in curriculum to the Everyday Mathematics program. After teacher and leadership reflection, curriculum vetting and testing, our team felt that this curriculum better fit the needs of our scholars as it offers increased engagement, an emphasis on spiral review throughout the year, and detailed intervention & enrichment pathways for each lesson. We also increased our math blocks to 75 minutes each day to allow more time for daily math routines (calendar, attendance, fluency, etc.) and daily learning centers. Our CGI block remains 30 minutes. Staff went through a two-day training in August with CGI expert, Debra Fuentes, to deepen teachers' understanding of the approach and enhance their facilitation of the block. Our trainer will be back on site three more times throughout the year to observe instruction, provide feedback and continue training. The last shift in our Math program is the addition of counting jar (K & 1) and money jar (2) routines. These routines will take place once a week during our CGI block, allowing scholars opportunities to master their counting skills and increase fluency.

## GOAL 3: SCIENCE

### Goal 3: Science

**Students will be proficient in Science.**

#### BACKGROUND

Persistence Prep utilizes the FOSS Curriculum to support our Science instruction. Scholars participated in a daily, 35-minute Science block. Our Kindergarten scholars completed modules on Materials & Motion, Trees & Weather, and Animals Two by Two, while our first grade scholars completed the Sound & Light, Air & Weather, and Plants & Animals modules.

#### METHOD

For the 2018-2019 school year, progress in Science was assessed through exit tickets, informal class assessments and unit projects/explorations. As our scholars progress with us, we will utilize the nationally-normed NWEA MAP Science assessment to further assess progress and mastery (beginning in Grade 3).

#### ACTION PLAN

We will continue to use the FOSS Curriculum and Next Generation Science Standards to guide our Science instruction in the 2019-2020 school year. Our focus this year is on cross-content connections and integrated science instruction, particularly within Mathematics. Our Director of Curriculum and Instruction has provided cross-content connection opportunities within all scope and sequence documents, and teachers are responsible for demonstrating Science integration in the weekly lesson plans that are submitted for feedback.

## 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

Persistence Prep was a first-year school in the 2018-2019 school year. As such, we remain a school in Good Standing.

Accountability Status by Year

Year	Status
2016-17	n/a
2017-18	n/a
2018-19	Good Standing

## APPENDIX A: OPTIONAL GOALS

### Goal 5: Family Satisfaction

**Families will demonstrate satisfaction with the academic program and school-to-home communication.**

### Goal 5: Absolute Measure

- **Satisfaction with the academic program, as measured by an annual survey given at the end of each school year, will on average, exceed 85%, with 85% of families responding.**
- **Satisfaction with the school's communication, as measured by an annual survey given at the end of each school year, will on average, exceed 85%, with 85% of families responding.**

## METHOD

We administered the family satisfaction survey once per trimester during the 2018-2019 school year (November, March and June). Over the course of the year, we received 63 unique responses from families. Surveys were available at each of our Family Achievement Conferences (paper and electronic versions) and were emailed/texted home multiple times to solicit responses. Families who completed the survey were entered into a raffle to win two \$50 gift cards to a local grocery store.

## RESULTS

The survey results we did receive were overwhelmingly positive, with 95-100% of families responding agree or strongly agree to the presented statements. Families were also able to provide open responses for strengths of the school, reasons they would recommend it to another family, and ways in which the school could improve. A sample of these responses are shown below.

List 3 strengths of Persistence Prep:

- The quality of teachers love for students overall Persistence Prep is the best EVER
- They push students to do their best. They communicate greatly with me. My scholar loves it as well.
- Communication, excellent teaching, safe learning environment.
- Motivation, loving, and the teachers love what they do
- Great Communication family oriented and great education system
- I like that the principal knows my daughter's name and not because she's bad. I like the fact that the school is like a close knit family. And also how they get the parents involved
- Communication, interactive, caring staff
- Constant interaction with parents, willingness to work with special needs children, centralized family environment and staff that knows its students parents.
- The type of education they provide The expectations the have for the kids The teachers

List ways in which Persistence Prep can improve:

- Later bus time for morning pickup for children
- Have the after school program focus more on the homework for the week than other activities

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- Ensuring that children are bundled up when they get on bus, that progress notes are completed every day and sent home with scholars,
- More one on one with her so she can do better at everything.
- Busing and lunches
- Once they get their own school building I will not have any complaints!
- Time and busses
- The hours my son is on the bus at 6:20 am
- Lighten up on uniform, later start time, allow kids to wear any shoes

### 2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
63	103	61%

### 2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The quality of instruction your scholar receives.	100%
The quality of teachers.	100%
The level of communication from the office staff.	95%
The level of communication with teachers	98%
Your overall satisfaction with Persistence Prep & the education it is providing your scholar.	100%

## EVALUATION

Persistence Prep exceeded our satisfaction target on all results, with over 85% of families satisfied on each component. We do, however, need to increase the overall number of families who respond to the survey. For the 2019-2020 school year, we will continue to utilize a raffle incentive prize, will have paper and electronic copies available, and will have teachers reach out to families individually to complete.

### Goal 6: Enrollment

**Persistence Prep is fully enrolled, with high levels of attendance and re-enrollment.**

### Goal 6: Absolute Measure

- The school will meet projected enrollment targets, and will maintain at least 90% of the is enrollment over the course of the year.
- Of the students who successfully complete the year, 90% will reenroll for the following year.
- Each year, the school's chronic absenteeism rate will be lower than that of the local district.

### METHOD

Persistence Prep utilizes the SchoolRunner SIS to track daily attendance. Teachers take attendance each morning during breakfast, the Office Manager verifies and updates as tardy scholars arrive and then contacts families of any absent scholars. SchoolRunner provides a daily dashboard of attendance data for analysis. Families for whom attendance was a problem attended a meeting with our Head of School or Dean of Culture to develop an attendance plan. As needed, the Head of School completed a home visit to stress the importance of school attendance.

Given our results in 2018-2019, improvement in attendance has been flagged as a key area of improvement for the 2019-2020 school year. We have increased the number of attendance interventions and have created dynamic groups set up within the Schoolrunner platform that alert us when a scholar has reached a threshold for an attendance intervention. Those interventions are outlined below:

**No Absences in a Trimester:** The scholar and family are congratulated and recognized for exceptional attendance and commitment to their education. The scholar will receive an award at community circle.

**Three Absences:** The Director of Operations will contact the parent/guardian and an attendance plan will be created.

**Five Absences:** The School Counselor will make contact with the family and schedule a meeting, as well as send a letter home. The parent/guardian will be asked to meet with the child's teachers and School Counselor immediately. At this meeting, both the family and the school will discuss the problem and its impact on the scholar's education and a more intensive attendance plan will be developed.

**Seven Absences:** The School Counselor and a member of the Leadership Team will complete a home visit with the family to discuss the ongoing attendance concern. An immediate action plan will be developed and signed by all involved parties.

**Ten Absences:** The parent/guardian will be required to attend a meeting with the Head of School. At this point, the chronic absenteeism is severely impacting academic progress in a negative way, and retention will be discussed.

**Thirteen Absences:** The Head of School and another member of the Leadership Team will complete one final home visit and alert the family of the next steps if the chronic absenteeism continues. The seriousness of grade level retention will be reinforced and the team will work to connect the family to any needed support services to improve attendance.

**Fifteen Absences in a Year:** If a student is absent fifteen or more times in a year, the student may be considered truant. When this occurs, the student is at risk of not being promoted to the next grade. Students missing 15 or more days in a year will be required to attend Summer School to

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recover any lost instructional time. The school leader reserves the right to retain any student who misses 15 or more days of school. In addition, a report may be filed with the New York State Office of Children and Family Services.

### Reenrollment

While this report does not encompass our 2019-2020 school data, we have begun the year with 100 of 103 families returning to Persistence Prep, for a reenrollment rate of 97%.

## RESULTS

Over the course of the 2018-2019 school year, Persistence Prep maintained an overall average daily attendance of 92%. Within that, however, we did have a significant number of scholars who were chronically absent. Our chronic absenteeism rate (absent for >10% of total school days) was 27%. While the 2018-2019 chronic absenteeism rate for the Buffalo City School District is not yet available, the 2017-2018 rate was 35.2%, leading us to believe we met our goal of maintaining a lower rate.

### 2018-19 Attendance

Grade	Average Daily Attendance Rate
K	93%
1	91%
2	n/a
3	n/a
4	n/a
5	n/a
6	n/a
7	n/a
8	n/a
Overall	92%

## EVALUATION

While we predict that we did meet our goal of maintaining a rate lower than that of the district, we have flagged improvement in our attendance rate as a top priority for the 2019-2020 school year. In addition to the more stringent plan outlined above, we have also changed our school hours from 7:00am-4:45pm to 9:30am-4:45pm. Approximately 90% of our student population uses bus transportation each day, and families cited the early bus times (as early as 6:05am) as a major hurdle to daily school attendance.

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	n/a
2017-18	n/a
2018-19	92%