



# King Center Charter School



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamaira Coleman, Executive Director, Antoinette Rhodes, Principal, Melissa Rivera, Assistant Principal, Omarlla Roulhac, Director of Curriculum & Instruction and Christopher J. Ciechoski, Assistant Director of Curriculum & Instruction prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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**Tamaira Coleman has served as the Executive Director since 2019.**

## SCHOOL OVERVIEW

The King Center Charter School has historically provided a learning environment for at-risk students focused on their behavioral and academic success. We are a unique 21st century laboratory school for the study of teaching and learning in urban settings servicing 426 students. The King Center Charter School just celebrated its 20th year of providing education to our community's students and families!!!

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in our four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS education plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the education plan as documented in the schools Learning Objectives Guide (LOG). Lead teachers meet with the School Principal, Assistant Principal, Director and Assistant Director of Curriculum and Instruction, and Instructional Coaches to collaboratively analyze leading indicator achievement data from a variety of assessments that aligned to the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to adjust lesson plans and LOGS. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine timely strategic responses that include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the delivery of training for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, intervention, parent conferences, home visits, etc.

As a school, we are committed to learn all that we can from our formative and summative data, so we are constantly evaluating our effectiveness using various information sources and looking for best practices and curriculum to help our students' outcomes. After searching for a curriculum that would provide continuity with instruction, and student outcomes, we adopted the New York State Engage ELA and Math Modules K-8th. In choosing a more aligned curriculum, we believe over time that our students will demonstrate higher proficiency rates in math and reading. In addition, we have built a team of ELA and Math interventionists to service students who are at risk for inadequate academic progress. We have also designed an After School Academy to further support academic needs for K-8 students. The school also provides academic coaching for teachers in K-8th.

KCCS continues to use internal benchmarking systems to track student progress throughout the school year. The Fountas and Pinnell assessment provides reading achievement data as well as tracking growth over time. The F & P results are used to drive instruction during Guided Reading as well as to determine what students are most in need of tiered academic interventions. Our theory of change is that since a student can't critically engage with a text he/or she can't read, we need to initially attend to our student's reading skills to catch them up.

We are working diligently as a school to increase the number of students reading independently at our school. We know that increasing literacy skills will result in achievement of all subject areas.

Our vision as a school is to prepare all our students for college and career readiness. We believe that “the road to college begins in kindergarten”! As a school, we are working to fulfill this vision and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, businesses, and community organizations to provide students with 21st century learning experiences. King Center will continue to provide all students with access to technology, ensure connectivity, and continue to support students in remote learning environments.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	51	57	54	47	54	42	43	24	23	395
2016-17	45	62	52	51	50	51	51	41	22	425
2017-18	62	51	55	52	51	48	46	46	36	447
2018-19	56	59	49	50	52	40	39	42	40	427
2019-20	57	55	55	46	46	47	39	36	36	422

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- In the absence of state test results, KCCS has included relevant data from nationally norm-referenced tests (NWEA MAP Reading).

Students will be proficient readers and writers of the English Language.

## BACKGROUND

### Core Curriculum

KCCS has fully adopted the NYS Engage Modules and Domains for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Academic achievement data is uploaded to the Performance Matters data system and is used to analyze assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system following the development of an action plan, during weekly data team meeting sessions. KCCS follows the Lucy Calkins writing workshop model for grades K-8. All students are given a pre-assessment at the beginning of each writing unit to plan mini-lessons throughout the writing process. Students work through three main writing units throughout the school year and complete a post- assessment at the end of each unit.

### Assessments

KCCS continues to test every student in the school using the Fountas & Pinnell (F & P) system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who score below grade level expectations. The F & P assessment is administered three times a year to monitor progress, revise interventions and to guide the classroom RTI blocks. Grades K-8 mid and end-of-module assessments have also been fully revised to closely mirror the New York State ELA assessment. NWEA Map ELA assessment is administered three times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency levels so that we can respond before the actual assessments are given.

## METHOD

Throughout the 2019-20 School year teachers used internally developed assessments that would be analyzed through data meetings and reports generated via the Performance Matters Data System.

### NWEA MAP Reading

In addition, King Center continued the practice of assessing students 3 times a year (Only 2 were administered due to Covid-19 Closure) with the NWEA MAP Reading Assessment. After the MAP assessment in the Fall, students were given strategic interventions based upon the weakness revealed from the NWEA MAP Assessment. Students who are below the 50th percentile in the Fall are expected to then make at least a year's worth of growth for accountability measures. The charts below include the percentage of students who (at the time of the Winter Assessment) had already made a half-years worth of growth based on the 2015 NWEA Norms.

### Fountas and Pinnell (F/P)

KCCS also continued to administer the Fountas and Pinnell (F/P) Reading Assessment this past Fall and Winter. The most recent testing administration was from January 2020. The goal was for 75% of the students to attain adequate yearly progress as they progress through the reading levels.

**RESULTS AND EVALUATION**

At the end of the winter assessment for NWEA MAP Reading, 45% of students who were below the 50th percentile in the Fall had demonstrated at least a half-year of growth based on the 2015 NWEA Growth Norms. Students in Grade 2 transition from the Primary assessment in the Fall to the Grade 2-5 assessment in the Winter. For that reason they do not have a growth percentage listed below.

At the end of the winter assessment for Fountas and Pinnell, 79% of students were on track to meet the yearly growth target. We determined this by examining the number of students who had already met the ½ year growth target. We were unable to calculate the percentage of students who met the kindergarten F/P goal due to school closure. There was no spring assessment administered for this assessment.

<b>ENGLISH LANGUAGE ARTS - MAP 1/2 Year Growth</b>	
K	56%
1	31%
3	42%
4	48%
5	50%
6	42%
7	58%
8	35%
Grades K-1 (All students)	43%
Grades 3-8 (All Students)	46%
Grades 3-8 (2+ Years)	46%
Grades K-8 (All Students)	45%

<b>Growth - Fountas and Pinnell (Winter 19/20)</b>	
GRADE 1 (2 OR MORE levels )	70%
Grade 2 -6 (1 or More levels)	82%
Grades 1-6 on Track to Growth Target	79%
Grade 2 -6 (2 or More levels)	49%

<b><u>Fountas and Pinnell Winter Proficiency by Grade Level band – Winter 19/20</u></b>
Overall - 54%
K: 7%
1&2: 38%
3-8: 72%

**SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL**

King Center Charter School is working to increase the MAP Absolute and Growth scores from the Winter of 2019-20 to get students closer to the school-wide goal of 75%.

King Center Charter School was on track to meet it’s accountability goal for Fountas and Pinnell Testing for Grades 1-6 with 79% of students on track to making a full year’s worth of growth by the Spring Administration.

While the NYS English Language Arts Exam did not occur in 2019-20 KCCS was showing progress in meeting our MIP for English Language Arts after the 2018-19 exam. King Center met the goal for All students and all but one subgroup. See chart below.

**Measure of Interim Progress (MIP) Results 2018-2019**

<b>Subgroup</b>	<b>KCCS Performance Index</b>	<b>MIP State Target</b>
All Students	110	105
Asian or Native Hawaiian/Other Pacific Islander	119	157
Black or African American	107	99
Students with disabilities	91	61
Economically Disadvantaged	108	95

**ACTION PLAN**

KCCS will begin the first trimester of the 2020-2021 school year in remote instruction. KCCS will distribute devices and instructional materials to all students in grades K-8 as well as assist with connectivity and internet services.

**English Language Arts**

Early Diagnostic Assessments	Intervention
Targeted Focus Skills	Professional Development
Social Emotional Learning	

Assessment

- KCCS plans to assess all students remotely early in the start of the school year.
- Fountas and Pinnell (F & P) will be administered during the first week of school. Results from the F & P assessment will be used to instruct small guided reading groups and target reading level proficiency.
- NWEA MAP Reading Assessment will also be administered early in the school year. Results from the MAP assessment will be used to identify small intervention groups as well as target instruction for weak skills.
- We will use ongoing formative assessments each week to target focus skills and reteach core content, as well as assign lessons for practice using our school-wide online platforms (Moby Max, NewsELA, Reading Eggs).
- Weekly Data Meetings/PLC’s will continue for each cohort. Teachers will follow specific guidelines for informing instruction based on assessment results. (see MAP Informing Instruction Template--Appendix A)

Curriculum

- The KCCS Learning Objectives Guide (LOG) has been updated for the 2020-2021 school year to include “Focus Skills” for each grade level. Given the limited time with students online, teachers will use the LOG to prioritize the most important grade level standards as it aligns to common core expectations.
- Core curriculum blocks have been added to the distance learning schedule to continue to reinforce grade level expectations. These blocks are devoted to ensuring that children continue to be exposed to grade level expectations. We will use the NYS Engage Modules and Domains for all ELA core instruction as our core resource.

### Intervention

- Daily RTI blocks have been included in the distance learning instructional model for the 2020-2021 school year.
- All students will be grouped for intervention based on specific RIT ranges from the NWEA MAP Reading baseline assessment.
- KCCS has reallocated resources to add intervention and support staff to each cohort to allow for students to be broken into targeted groups.

### Professional Development:

- Technology Platforms: Google Classroom, EdPuzzle, Clever
- NWEA Map: Using Data to inform instruction
- Guided Reading in a Remote Setting
- Leader In Me
- Trauma Informed Instruction
- Virtual Restorative Justice Practices

### Social Emotional Learning:

- This year KCCS has added SEL instructional blocks to the distance learning schedule.
- We will be launching our first year as a Leader in Me School and will be transitioning into each practice with all students in grades K-8.
- Each class will participate in a daily morning meeting to continue build relationships and connect with students.

## GOAL 3: MATHEMATICS

### ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- In the absence of state test results, KCCS has included relevant data from nationally norm-referenced tests (NWEA MAP Mathematics).

### Goal 2: Mathematics

#### BACKGROUND

##### Core Curriculum:

KCCS has fully adopted Great Minds: Eureka Math for all students in grades K-8. The Great Minds curriculum is used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use the Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions.

##### Assessments:

Math baseline assessments are administered in grade K-8 in the beginning of the year to identify weak skills and determine interventions. NWEA Map Math assessment is administered 3 times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency projections.

##### Covid-19 Closure Adjustments:

With the closure of schools teachers transition to providing instruction online via google classroom and Google Meet Teachers. Teachers put plans together to cover the major standards that remained in the Great Minds Eureka Math Curriculum with emphasis on the standards and skills they would need prior to Fall 2020 instruction began.

#### METHOD

Throughout the 2019-20 School year teachers used internally developed assessments that would be analyzed through data meetings and reports generated via the Performance Matters Data System. In addition King Center continued the practice of assessing students 3 times a year (Only 2 were administered due to Covid-19 Closure) with the NWEA MAP Assessment. After the assessment in the Fall students were given strategic interventions based upon the weakness shown from the

NWEA MAP Assessment. Students who are below the 50th percentile in the Fall are expected to then make at least a year's worth of growth for accountability measures. The charts below shows the percentage of students who at the time of the Winter Assessment had already made a half-years worth of growth based on the 2015 NWEA Norms.

**RESULTS AND EVALUATION**

At the end of the winter assessment 49% of students who were below the 50th percentile in the Fall had made at least a half-year of growth based on the 2015 NWEA Growth Norms. Students in Grade 2 transition from the Primary assessment in the Fall to the Grade 2-5 assessment in the Winter. For that reason they do not have a growth percentage listed below.

**ADDITIONAL EVIDENCE**

NWEA MAP - MATHEMATICS - MAP 1/2 Year Growth	
K	74%
1	45%
3	50%
4	12%
5	45%
6	58%
7	25%
8	59%
Grades K-1 (All Students)	61%
Grades 3-8 (All Students)	43%
Grades 3-8 (2+ years)	43%
Grades K-8 (All Students)	49%

MATHEMATICS	
MAP NWEA - Fall - Winter (2019-20)	
Grade	Winter On-Level
Ka	28%
Kb	37%
Kc	50%
1a	33%
1b	45%
1c	19%
2a	12%
2b	22%
2c	16%
3	43%
4	27%
5	30%
6	24%
7	25%
8	25%
K-2	30%
3rd-8th	27%
K-8th	31%

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

King Center Charter is working to elevate the MAP Absolute and Growth scores from the Winter of 2019-20 to get students to the 75% of students below in the Fall to make 1 year of growth when tested in the Spring.

While the NYS Mathematics Exam did not occur in 2019-20 we were showing progress in meeting our MIP for Mathematics after the 2018-19 exam. While we did not meet the target for all students we did exceed the targets for all but 1 subgroup.

Subgroup	King Center Math Performance Index (2018-19)	NYS MIP Goals (2018-19)
All Student	100	111
Asian or Native Hawaiian/Other Pacific Islander	117	175
Black or African American	97	88
Students with disabilities	74	61
Economically Disadvantaged	108	94

**Action Plan**

**Mathematics**

Early Diagnostic Assessments	Intervention
Targeted Focus Skills	Professional Development
Social Emotional Learning	MAP Accelerator (Khan Academy)

Assessment

- KCCS plans to assess all students remotely early in the start of the school year.
- NWEA MAP Math Assessment will also be administered early in the school year. Results from the MAP assessment will be used to identify small intervention groups as well as target instruction for weak skills.
- We will use ongoing formative assessments each week to target focus skills and reteach core content, as well as assign lessons for practice using our school-wide online platforms (Math Seeds, Khan Academy).
- Weekly Data Meetings/PLC’s will continue for each cohort. Teachers will follow specific guidelines for informing instruction based on assessment results. (see MAP Informing Instruction Template--Appendix A)

Curriculum

- The KCCS Learning Objectives Guide (LOG) has been updated for the 2020-2021 school year to include “Focus Skills” for each grade level. Given the limited time with students online, teachers will use the LOG to prioritize the most important grade level standards as it aligns to common core expectations.
- Core curriculum blocks have been added to the distance learning schedule to continue to reinforce grade level expectations. These blocks are devoted to ensuring that children

continue to be exposed to grade level expectations. We will use Great Minds by Eureka Math for all core instruction as our primary resource.

### Intervention:

- Daily RTI blocks have been included in the distance learning instructional model for the 2020-2021 school year.
- All students will be grouped for intervention based on specific RIT ranges from the NWEA MAP Math baseline assessment.
- KCCS has reallocated resources to add intervention and support staff to each cohort to allow for students to be broken into targeted groups.

### Khan Academy Map Accelerator:

- Students in grades 3-8 will use the Khan Academy MAP Accelerator program to practice weak skills from the NWEA Map assessment.

### Professional Development:

- Technology Platforms: Google Classroom, EdPuzzle, Clever
- NWEA Map: Using Data to inform instruction
- Leader In Me
- Trauma Informed Instruction
- Virtual Restorative Justice Practices

### Social Emotional Learning:

- This year KCCS has added SEL instructional blocks to the distance learning schedule.
- We will be launching our first year as a Leader in Me School and will be transitioning into each practice with all students in grades K-8.
- Each class will participate in a daily morning meeting to continue build relationships and connect with students.

## GOAL 3: SCIENCE

### ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison for the 2019-2020 school year.

### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific concepts.

**BACKGROUND**

The science education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School’s educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice.

**METHOD**

The King Center Charter School had no norm referenced data for Science. Below is a comparison of the 2018-19 results of the NYS Science exams comparing King Center Charter School to the Buffalo Public School District. At the time of last year’s report the comparative data was not yet available.

**RESULTS AND EVALUATION**

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	96%	64%	90%	69%	94%	65%
8	89%	32%	66%	34%	69%	27%
All	94%		78%	53%	83%	52%

**ADDITIONAL EVIDENCE**

King Center Charter School has consistently outscored the Buffalo Public School District on the NYS Science Exams throughout the charter period.

**SUMMARY OF THE ELEMENTARY SCIENCE GOAL**

King Center Charter School met both the comparative and absolute metrics for the NYS Science Exam for 2018-19.

## ACTION PLAN

The King Center Charter School has implemented the Amplify Science Curriculum in Grades K-8 to focus on full integration of the Next Gen Science curriculum. King Center will continue its partnership with Buffalo State College to provide ongoing professional development opportunities for teachers during and after the full adoption of the NGSS.

## GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 7: 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

KCCS has been determined to be a school in good standing according to ESSA.

## ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent record of achieving this goal over the course of their charter.

Accountability Status by Year

Year	Status
2017-18	School in Good Standing
2018-19	School in Good Standing
2019-20	School in Good Standing

Appendix A.

King Center Charter School  
MAP Informing Instruction Template

Grade Level: \_\_\_\_\_

Subject Area: \_\_\_\_\_

Testing Session: *Fall*

*Winter*

*Spring*

*This template will be used to analyze MAP data following the fall, winter and spring assessment for ELA and math, grades K-8. Please follow the steps below to complete the process for analyzing data and planning for instruction. Return the completed template to Mrs. Roulhac and Mr. Ciechoski via email.*

*Step 1: Identify the standards/ strands that you will be teaching in your upcoming Module/Domain. Fill it in on the lines below:*

*Step 2: Go to the “Class Breakdown Report”. Examine the results that match the standards/strand listed above.*

*Step 3: In the “Class Breakdown Report” examine the groups of students who are in the same Zone of Proximal Development band for the standards/strand listed above. List the groups of students in the boxes below (and indicate which RIT band they are performing within) in the boxes below. Please add more boxes as needed.*

<i>Group 1: RIT Band= _____ List students here.</i>	<i>Group 4: RIT Band= _____ List students here.</i>
<i>Group 2 : RIT Band= _____ List students here.</i>	<i>Group 5: RIT Band= _____ List students here.</i>
<i>Group 3 : RIT Band= _____ List students here.</i>	<i>Group 6: RIT Band= _____ List students here.</i>

*Step 4: Go to the “Learning Continuum Report”. Click “test view” and set filters to “standards”. Examine the standards/strands from step 1 above for each group listed above according to their*

*RIT range. Document the sub-skills listed for instruction. Use this page to document the suggested sub skills for each of the groups above.*

*Standard/Strand:* \_\_\_\_\_

<i>Group</i>	<i>RIT Band</i>	<i>Sub Skills</i>
1		
2		
3		
4		
5		
6		

*Step 5: Plan for instruction. List resources below.*