



**Sisulu-Walker Charter School
of Harlem**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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By Michelle Haynes

125 West 115th Street
New York, NY 10026

212-663-8216

ENGLISH LANGUAGE ARTS

Michelle Haynes, Principal prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martez Moore	Chair, Finance, Real Estate, and Grievance Committees
Minnie Goka	Vice Chair, Academic and Grievance Committees
Jeremy Harris	Trustee, Finance, Governance, and Legal Affairs committees
Rita Hanes	Trustee, Academic and Development Committees
Erika Ewing	Trustee, Academic and Development Committees
Joe Drayton	Trustee, Finance and Governance Committees
Monique Ware	Trustee

Michelle Haynes has served as the principal since 2011.

ENGLISH LANGUAGE ARTS

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American civil rights movement.

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement. The school currently serves 237 students. The student population is 92.2% African-American or Latino and 80.9% economically disadvantaged.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	54	55	28	30	29	76	272
2012-13	45	57	47	35	26	26	236
2013-14	29	53	54	41	31	21	229
2014-15	27	30	54	52	43	23	229
2015-16	27	29	30	57	53	41	237

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

At SWCSH, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 135 minutes. The block is organized into three forty-five minute periods. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Guided Reading
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Text Analysis/Writing

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2016. 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).

2015-16 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	54			3		57
4	48			2		50
5	37			4		37
All	139			9		148

RESULTS

The following table presents the English Language Arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 32.4% of students, and 36% enrolled in at least their second year enrolled at Sisulu-Walker, tested at a proficient level on the 2015-16 English Language Arts exam.

Performance on 2015-16 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	26%	54	34.1%	41
4	42%	48	43.6%	39
5	30%	37	29.4%	34
All	32.4%	139	36.0%	114

EVALUATION

For 2015-16 school year, Sisulu-Walker did not meet the absolute measure for English Language Arts proficiency. Overall, 32.4% of the entire school’s third through fifth grade students tested at a proficient level. 36% of third through fifth grade students in at least their second year at the school performed at a proficient level. The school was 39 percentage points shy of reaching its stated goal of 75% proficiency on the ELA exam.

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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Although Sisulu-Walker’s unit plans are aligned to the Common Core State Standards, additional opportunities for students to engage in meaningful opportunities to master the standards are needed. In addition, allocating more time for content specific reading and explicit instruction in the organizational patterns and craft specific to nonfiction reading is necessary. Students also need additional opportunities to demonstrate their understanding of skills and concepts associated with each standard via writing.

Sisulu-Walker’s guided reading program began to address the needs of students at their instructional levels, which were well below the rigorous ranges of the Common Core. Our novel program required students to read more challenging texts with the support of teachers. However, the number of novels that are covered during the academic year must increase in order to give students the practice needed to transfer what they are taught in independent reading situations. In addition, content literacy instruction must require students to explicitly apply reading comprehension skills and strategies to science and social studies content- the dual focus most emphasize the application of what students learn during the traditional literacy block.

ADDITIONAL EVIDENCE

From the 2013-14 to 2015-16 school years, Sisulu-Walker showed an overall improvement in the percentage of students achieving proficiency on the English Language Arts exams. Overall, the percentage of students testing at a proficient level increased 16 percentage points. Additionally, the percentage of students performing at a proficient level at each grade level increased during this time. Most notable is the improvement at the fifth grade, where the percentage of students testing at a proficient level increased over 24 percentage points.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	37	28.6%	42	34.1%	41
4	22%	27	19.4%	31	43.6%	39
5	5%	21	10.0%	21	29.4%	34
All	20%	85	21.3%	94	36.0%	114

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is

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calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Sisulu-Walker achieved an aggregate PLI score of 102 on the English Language arts exam in the 2015-16 school year.

English Language Arts 2015-16 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	38	22	10

$$\begin{array}{rcccccc} \text{PI} & = & 38 & + & 22 & + & 10 & = & 70 \\ & & & & 22 & + & 10 & = & 32 \\ & & & & & & \text{PLI} & = & 102 \end{array}$$

EVALUATION

Sisulu-Walker fell short of the PLI goal by 2 points. Each grade tested on the exam and exceeded the average Community School District 5 score. However, the percentage of students performing at a proficient level in the fifth grade was lower than expected. This low performance contributed to the school not meeting its goal of scoring 104 or above on the PLI.

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 local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.³

RESULTS

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at Sisulu-Walker as compared to all tested students in the surrounding public school district, Community School District 5, on the state English Language Arts exam. Sisulu-Walker's aggregate percentage of students at proficiency was 36%, while the local district's average was 19.2%.

2015-16 State English Language Arts Exam

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

³ 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](#).

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	34.1%	41	21%	771
4	43.6%	39	21%	865
5	29.4%	34	16%	850
All	36.0%	114	19.2%	2486

EVALUATION

Sisulu-Walker met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 16.8 percentage points above Community School District 5.

ADDITIONAL EVIDENCE

As shown through the chart below, Sisulu-Walker has had a higher percentage of students performing at a proficient level on the state English Language Arts exam for the past three years compared to Community School District 5. Additionally, the percentage of students performing at a proficient level at each individual grade level has matched or exceeded the district average in all but two of the grades shown over the past three years.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	27%	14%	28.6%	16.1%	34.1%	21%
4	22%	16%	19.4%	13.0%	43.6%	21%
5	5%	13%	10.0%	11.4%	29.4%	16%
All	20%	14%	21.3%	13.5%	36.0%	19.2%

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

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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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The effect size of Sisulu-Walker's predicted level of performance on the state English Language Arts exam was .24, .06 points below the comparative goal. However, the effect size of the school's third and fourth grade exceeded the comparative goal.

2014-15 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	85.2	52	29	20.4	8.6	.6
4	81.3	43	26	21.4	4.6	.34
5	78.3	22	9	19.8	-10.8	-0.82
All	82.4	117	24.1	20.6	3.5	.24

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

Sisulu-Walker's aggregate Effect Size did not exceed the comparative measure. This is largely attributable to the low performance in the fifth grade.

ADDITIONAL EVIDENCE

The school's effect size has improved significantly over the past two school years, while, at the same time, the school has served a larger population of economically disadvantaged students.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	69%	84	17.8	18.8	-0.07
2013-14	3-5	76.3%	92	21.5	24.1	-0.23
2014-15	3-5	82.4	117	24.1	20.6	.24

Goal 1: Growth Measure⁴

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 state’s unadjusted median growth percentile.

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

SWCS’s mean growth percentile was 37.9, below the statewide median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	38.4	50.0
5	37.4	50.0
All	37.9	50.0

EVALUATION

SWCS’s mean growth percentile was below the statewide average for all grades analyzed, as well as fourth and fifth grade individually.

ADDITIONAL EVIDENCE

In the three years that the mean growth percentile has been analyzed, SWCS was below the statewide median for all grades served, but was above the statewide median at the fourth grade level in the 2012-13 school year.

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

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	53.5	39	38.4	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

5	39	35	37.4	50.0
All	46.3	38	37.9	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

SWCS achieved one comparative goal on the 2015-16 English language arts exam. The school did not achieve both of its absolute goals, one comparative goal, and the growth goal. However, the school showed growth at each grade level tested when compared to the previous school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

ACTION PLAN

Curriculum

- A literary coach developed a *Reading Comprehension Strategy Guide* that provides teachers with tools to provide explicit strategy instruction for comprehension strategies. The guide defines each strategy, provides the implications for instruction, and includes a mini-lesson for each strategy as well as additional activities to reinforce each strategy. Teachers worked during the spring and summer to develop a comprehensive reading comprehension manual for fiction using the state standards and previously released test questions as a guide.
- A nonfiction unit plan was developed to ensure that students are reading equal amounts of fiction and nonfiction during the guided reading period and instruction is explicitly aligned to the demands of reading different nonfiction text structures.
- SWSCH began the process of revising its curriculum across all subject areas in the late spring of 2015 to include more opportunities for reading and writing across the curriculum. This work continued during our *Summer Curriculum Institute* during the first two weeks of August.

- Lesson plans were developed and refined to reflect greater alignment to the standards. Rubrics and checklists to aid students during the writing process were developed using resources from Engage New York as a guide.
- New frameworks for nonfiction reading in the content areas were developed. The increased emphasis on preparing students for college and career readiness demands that student be proficient in acquiring information from nonfiction text. The weekly frameworks will ensure that students have equal exposure to fiction and nonfiction texts.
- Social Studies unit plans were revised and realigned to the standards to include additional standards-based learning outcomes.
- Additional nonfiction texts were purchased to supplement the traditional literacy block as well as to enhance the social studies and science blocks. We also increased the number of novels students will read this year and paired these texts with nonfiction texts for paired reading, analysis and writing.
- Students in grades 3-5 are required to read assigned texts for homework and complete short and extended responses aligned to released test questions to increase accountability for independent reading at home and deepen and increase opportunities for textual analysis.

Instruction

- Teachers will use the *Reading Comprehension Strategy Guide* to provide students with explicit strategy instruction during the guided reading period each day
- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the guided reading period based on the results of our internal assessments (6-week and Fountas and Pinnell assessments).
- In an effort to increase student exposure to nonfiction texts, the reading and writing have been embedded into the framework for instruction for social studies and science. The first six weeks of guided reading instruction will include explicit instruction on text features and organizational patterns as well as point of view, author purpose and main idea/ details for nonfiction texts.
- 45 minutes per day will be devoted to text analysis. 15 minutes will be devoted to evaluating short and extended responses from the homework novel program using NYS rubrics. The additional 30 minutes will be allocated to analyzing texts from a variety of genres using a combination of multiple-choice and response writing.
- To address the vocabulary gap and the standards related to vocabulary acquisition, students will receive explicit instruction in five Tier II words per week. This will include teaching students' one synonym and one antonym for each word. Vocabulary instruction will include teaching students to use context clues to determine the meaning of unknown words and phrases in texts. Tier III words will be addressed using a weekly vocabulary inventory. Teachers will use linguistic (questions, reasons, examples etc.) and nonlinguistic (pictures, gestures and graphic organizers) to reinforce tier II and III words.
- During the academic year, teachers will develop questions for nonfiction articles aligned to the standards and questions published by Engaged New York. We will continue developing our question and passage bank during the school year. The PLAR-Q (Preview the Text, Label the Questions, Annotate the Text, Reread the Passage and Answer the Question) will be reinforced at the beginning of the school year to ensure that students develop stamina and test sophistication.
- Homework will include assigned reading of novels and nonfiction articles. Students will complete textual analysis tasks nightly.

Assessment

- SWCS has discontinued use of literacy assessments generated by Victory Education Partners. We now employ Rally assessments for interim assessments and unit-based assessments.
- We increased the number of interim assessments students will take during the academic year from three to five. Assessments will be administered every six weeks. Students will receive a bi-weekly literacy assessment to ensure that the period devoted to text analysis is data-driven and we respond to gaps in student understanding earlier.
- Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85%-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Deficits will be addressed during the guided reading period and the whole class novel period.
- As we continue to develop our PLAR-Q question bank, teachers will develop questions aligned to skills/concepts identified as deficits on interim assessments.
- We will continue to use the Fountas and Pinnell Benchmark System to determine the instructional and independent reading levels of students. Students will read leveled books during the guided reading period and independent reading period. However, we will align our questions to the questions on our interim assessments to create informal opportunities for assessment.
- Rubrics and checklist for writing tasks emphasize using textual evidence to justify claims and support responses. In all subjects, student writing will be assessed to ensure that all responses are rooted in text.

Professional Development

- The Summer Curriculum Institute included one-to-one coaching sessions with teachers to revise curriculum maps and develop lesson plans.
- Pre-Service included an introduction to the revised frameworks for instruction for all subject areas as well as workshops on strategies that will be employed to increase proficiency in English Language Arts (i.e. vocabulary, writing, fluency and comprehension).
- Monthly half-day workshops will reinforce strategies introduced during Pre-Service as well as include opportunities for vertical and horizontal planning.
- We will host professional development workshops on Saturdays and during holiday breaks. The emphasis of the sessions will be on developing action plans and planning learning experiences to close instructional gaps.

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Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- **QQ/Do Now**
 - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- **Hook**
 - The lesson hook is the explanation or example of real world relevancy, which brings students to be engaged in the content and brings the content to life.
- **Direct Instruction/Modeling**
 - The modeling component shows students the strategy/process utilized to problem solve. Students should be taught and then practice a variety of strategies, then ultimately choose the best strategy for them.
- **Guided Instruction**
 - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussing with classmates.
- **Independent Practice**
 - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- **Checks for Understanding**
 - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks, partner talks, and teacher questioning.
- **Other Cumulative Review/Centers**
 - Centers are designed to develop the application of the day’s skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students should work through various centers in small groups to collaborate and get small group instructional support.
- **Lesson Closing**

Teachers must close the loop with students to ensure students have an opportunity to articulate what they’ve understood/learned from the day’s instruction.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	54			3		57
4	48			2		50
5	37			4		41
All	139			9		148

RESULTS

The following table presents the mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Sisulu-Walker. Overall, 48.2% of the students who took the 2015-16 state mathematics exam performed at a proficient level. 51.8% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2015-16 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	54%	54	61.0%	41
4	54%	48	59.0%	39
5	32%	37	32.4%	34
All	48.2%	139	51.8%	114

⁶ 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.

EVALUATION

Sisulu-Walker did not meet the absolute measure for math proficiency. 51.8% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 23.2 percentage points.

ADDITIONAL EVIDENCE

Sisulu-Walker showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. Additionally, the school showed a significant increase in the percentage of students performing at or above proficiency in the third and fourth grade. Further, there was a 11.5 percentage point increase in the percentage of students performing at a proficient level in the cohort of students who took the exam as third graders in the 2014-15 school year when they took the exam as fourth graders in 2015-16.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	26%	31	47.5%	40	61.0%	41
4	38%	21	51.6%	31	59.0%	39
5	19%	21	33.3%	21	32.4%	34
All	27%	73	44.0%	91	51.8%	114

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

RESULTS

Sisulu-Walker achieved an aggregate PLI score of 119 in mathematics in the 2015-16 school year.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	33	24	24

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33 & + & 24 & + & 24 & = & 71 \\
 & & & & 24 & + & 24 & = & 48 \\
 & & & & & & \text{PLI} & = & 119
 \end{array}$$

EVALUATION

Sisulu-Walker exceeded the state's goal of a PLI of 101 by 18 points.

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 local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.⁸

RESULTS

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at Sisulu-Walker compared to the average of all tested students in the surrounding public school district, Community School District 5.

2015-16 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	61.0%	41	22%	783
4	59.0%	39	18%	876
5	32.4%	34	17%	864
All	51.8%	114	19.3%	2523

⁸ 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](#).

EVALUATION

Sisulu-Walker met this measure by a wide margin. The school’s aggregate percentage of students performing at a proficient level on the 2015-16 state mathematics assessment exam exceeded the district average by 32.5 percentage points. Additionally, each grade level tested at Sisulu-Walker had a higher percentage of students performing at a proficient level when compared to Community School District 5 on the 2013-14 state mathematics assessment exam by at least 20 percentage points.

ADDITIONAL EVIDENCE

As shown by the table below, Sisulu-Walker has outperformed the local school district school wide and at each individual grade level in each of the past three years.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	37%	17%	47.5%	19.9%	61.0%	22%
4	34%	18%	51.6%	17.5%	59.0%	18%
5	29%	15%	33.3%	13.7%	32.4%	17%
All	34%	17%	44.0%	17.1%	51.8%	19.3%

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Sisulu-Walker met its comparative measure on its predicted level of performance on the state mathematics exam by performing higher than expected to a meaningful degree. The school's fourth grade class performed at a particularly high level, exceeding its effect size by nearly .9 points.

2014-15 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	85.2	50	40	29.4	10.6	.55
4	81.3	43	53	30.3	22.7	1.19
5	78.3	22	32	30.3	1.7	.10
All	82.4	115	43.3	29.9	13.4	.70

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

Sisulu-Walker met its measure by having an aggregate Effect Size that was higher than expected to a meaningful degree. The school's performance was over double the minimal requirement for achieving the desired effect size.

ADDITIONAL EVIDENCE

On the 2013-14 state mathematics assessment exam, Sisulu-Walker's Effect Size was 0.70. Sisulu-Walker has met the required effect size in each of the last three school years on the state mathematics exam.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	69%	84	27.4	22.0	0.33
2013-14	3-5	76.3%	92	33.1	6.1	0.33
2014-15	3-5	82.4	115	43.3	29.9	.70

Goal 2: Growth Measure⁹

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 state's unadjusted median growth percentile.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

SWCS's mean growth percentile was below the statewide average for all grades analyzed, as well as fourth and fifth grade individually.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.4	50.0
5	39.4	50.0
All	45.3	50.0

EVALUATION

Both SWCS's overall mean growth percentile, as well as each grade level was below the statewide median of 50.0.

ADDITIONAL EVIDENCE

In the 2012-13 school year, Sisulu-Walker's mean growth percentile was higher than the statewide median at each individual grade level, as well as combined grade levels. However, in the 2013-14 school year, the overall mean growth percentile, as well as the mean growth percentile at each individual grade went down.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	62.5	49.0	48.4	50.0
5	54	41.0	39.4	50.0
All	58.25	46.0	45.3	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Sisulu-Walker achieved both comparative measurements and one of the absolute measurement goals. The school did not achieve one absolute measurement and the growth measurement. However, the school showed tremendous overall growth and at each grade level served when compared to the previous school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Did Not Achieve

ACTION PLAN

Curriculum

- Teachers will continue to develop mathematics games aligned to units of study to ensure that students have meaningful opportunities to engage in repeated independent practice.

Instruction

- The mathematics block has been divided into three 30-minute periods. Each class has two teachers assigned to deliver instruction. Students will be divided into 3 homogenous groups. During one rotation, teachers will use the gradual release model to teach students new concepts. During the second rotation, teachers will re-teach math concepts that were not mastered from the previous day's lesson or the daily lesson based on exit ticket results or address deficits identified on interim assessments. Students will work independently during the last rotation on a daily constructed response or use math games and centers to provide repeated practice.
- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the second mathematics block based on the results of our internal assessments (6-week assessment).

Assessment

- SWCS has discontinued use of mathematics assessments generated by Victory Education Partners. We now employ Rally assessments for interim assessments and unit-based assessments.
- We increased the number of interim assessments students will take during the academic year from four to five. Assessments will be administered every six weeks. Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Students will receive a bi-weekly math assessment to ensure that the period devoted to re-teaching is data-driven and we respond to gaps in student understanding earlier.
- Each unit of study will include a pre-test and post-test, so we can measure mastery of standards between interim assessments and provide remediation on problem standards prior to administering six-week assessments.

Professional Development

- Pre-Service included one-to-one coaching sessions with teachers to develop lesson plans on efficacy in mathematics instruction and strategies for increasing student engagement and developing fluency.
- A math specialist will work with teachers in grades 3-5 to ensure that lessons are standards based, rigorous and engaging. Teachers will participate in co-planning sessions with the specialist. The specialist will observe teachers and provide them with real-time feedback as well as model lessons for teachers.

SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Standards and the Common Core Standards. All grade levels start with a unit on inquiry followed by four to five grade specific units.

The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts; a detailed description of each component is listed on the following page. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to the leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

97.4% of Sisulu-Walker’s students in at least their second year at the school tested at a proficient level on the New York State Science exam.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

SCIENCE

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.4%	39	N/A	N/A
All	97.4%	39	N/A	N/A

EVALUATION

Sisulu-Walker achieved this goal. 97.4% of the school's students in at least their second year at the school tested at a proficient level on the State Science exam, 22.4 percentage points above the stated goal.

ADDITIONAL EVIDENCE

In the years in which the State Science exam scores have been available, the percentage of Sisulu-Walker's students testing at a proficient level and enrolled in at least their second greatly exceeded the stated goal of 75%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	85%	N/A	N/A	N/A	97.4%	39
All	85%	N/A	N/A	N/A	97.4%	39

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 local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

RESULTS

At the time of this report's submission, the district state science exam results were not available.

2015-16 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

SCIENCE

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.4%	39	N/A	N/A
All	97.4%	39	N/A	N/A

EVALUATION

At the time of this report's submission, the district state science exam results were not available.

ADDITIONAL EVIDENCE

At the time of this report's submission, the district state science exam results were not available.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	85%	N/A	N/A	N/A	97.4%	N/A
All	85%	N/A	N/A	N/A	97.4%	N/A

SUMMARY OF THE SCIENCE GOAL

Sisulu-Walker achieved its absolute goal. The district's Science score was not available at the time this report was written. Thus, the comparative goal cannot be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
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 local school district.	N/A

ACTION PLAN

Curriculum

- A math/science consultant will develop science curriculum maps aligned to the Common Core Standards and the new science standards. Teachers develop lesson plans using the curriculum maps as a guide as well as instructional notes. Additional trade books were purchased to supplement the science curriculum.

Instruction

- This year, students will continue to have science instruction daily for 45 minutes. The five day structure for science will include reading and writing to build content knowledge and vocabulary and weekly investigations for students to apply what they have learned. There

will also be an emphasis on reading and analyzing diagrams.

Assessment

- Students will be assessed informally during lesson via reading, writing and experimentation. The analysis of diagrams related to units of study will be employed. Students will also take teacher-generated assessments at the end of science each unit.

Professional Development

- The coach assigned to the fourth grade teacher will provide individual support through lesson development, co-planning and modeling.

NCLB

Goal 4: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

Sisulu-Walker is in good standing.

EVALUATION

Sisulu-Walker met this measure.

ADDITIONAL EVIDENCE

The school has been in good standing for each of the last three years.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

APPENDIX C: SUMMARY TABLES

Choose an item.