



Elmwood Village Charter School Days Park

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 13th, 2021

By Danielle Bruno

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Melina Hong (Data Manager) and Liz Evans (Director of Operations) prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Mimi Barnes-Coppola	Trustee/Member	Academic Excellence, Nominating
Lacole Brumfield	Trustee/Member	None
Jennifer Bernacki-Smith	Vice Chair	Executive, Space Planning
Ed Castine	Trustee/Member	Audit/Finance
Kathy Franklin-Adams	Trustee/Member	Academic Excellence
Evelyn Kerney	Trustee/Member	Fundraising
Matthew Moscati	Treasurer	Audit/Finance, Executive, Space Planning
Joshua Pennel	Trustee/Member	None
Pamela Pollock	Secretary	Executive, Academic Excellence
Matthew Ryan	Trustee/Member	Fundraising, Audit/Finance
Elizabeth Santacrose	Chair	Executive, Academic Excellence, Nominating
Jamie Smith	Parent Rep	Nominating, Academic Excellence
Anna Sotelo-Peryea	Parent Rep	None

Danielle Bruno has served as EVCS Days Park’s Principal since 2016.

SCHOOL OVERVIEW

EVCS Days Park opened in 2006 with 125 students in grades K-4. The original configuration of the school was to be K-6, with one class at each grade level. As EVCS graduated its first class of 6th graders the administration and trustees realized the need to expand through 8th grade. EVCS also decided to add an additional class at each grade level. The percentage of economically disadvantaged students grew from 25% in 2006 to 57% in 2020-2021. EVCS Days Park moved to its current location in 2012 and added busing in 2013.

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

Key Design Elements:

- Small, K-8 community: EVCS has 2 classrooms per grade level, with all its students located in the same facility, building a sense of closeness and community.
- Student-Teacher Ratio: each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- Community alliances: students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- Responsive Classroom model: based on the belief that there is a direct correlation between strong social skills on the one hand, and academic competence and success on the other. Responsive Classroom is a research and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- More time on task: extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- Interdisciplinary curriculum: EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- Arts integration: arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students’ test scores.
- Parental involvement: Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.

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- Morning meeting in every classroom every day. Whole school morning meeting, led and planned by students once a month.
- Technology integration: EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.
- Instructional coaching: EVCS sees our teaching staff as a great asset and their continued development over time is critical to student success. EVCS employs three instructional coaches and a curriculum director who provide classroom teachers with targeted feedback and support in order to continue to get better.

Remote Learning and COVID-19 Impact

- In March 2020, EVCS pivoted to a remote learning program where there was a continued focus on providing a stimulating and engaging learning environment virtually. Without skipping a single planned instructional day, EVCS launched remote learning through Google Classroom.
- EVCS started the 20/21 school year with all students learning remote. The EVCS administrative and operations teams planned for the redeployment of Chromebooks, iPads, hotspots, and laptops. EVCS purchased and deployed enough devices for each student to have an internet enabled device, either Chromebooks or iPads for younger students.
- Key programmatic adjustments made for remote learning at EVCS included implementing online tools for math and science (Zearn math, Amplify Science). EVCS continued to leverage Zoom for live synchronous learning, small group work, and individual support.
- Starting on 1/19/21, EVCS families could elect for remote or hybrid learning. Students enrolled in hybrid attended in-person classes on either Monday/Tuesday OR Wednesday/Thursday. Families were given 2 additional opportunities to opt into hybrid learning. Initially, approximately 60% of students were in hybrid learning. By the end of the year approximately 75% of students were in hybrid learning. Starting in April, “at risk” students (such as students with IEPs, students with mental health challenges) were given the option for in-person learning 4 days a week.

To support student social emotional health, teachers/assistant teachers had weekly touch points with students and continued with a daily full class morning meeting (even when half of the students were in person and half remote) to build culture and support students emotionally. The Student Support team (including staff such as a Behavior Specialist, Wellness Specialist, Counselor, and other related services) followed up with specific students needing additional support. In SY 21/22, EVCS will implement the “Fly Five” curriculum (which aligns to our Responsive Classroom model) and also leverage the Panorama student survey to track student SEL progress. In addition, EVCS Days Park students will return to 5-days a week of in-person learning for SY21/22. While the pandemic will certainly continue to impact school and instruction, getting closer to EVCS Days Park’s “normal” operations will support stronger achievement in ELA.

In addition, to address learning lost over the pandemic, EVCS Days Park has opened a new position for a Learning Specialist who will work with students on a pull out and push in basis to help address learning gaps exacerbated by the pandemic. These specialists are long-time EVCS teachers who are highly effective at targeting interventions to maximize student growth. EVCS Days Park's two AIS teachers will also continue to provide targeted support for students identified as title 1.

EVCS Days Park will also create and roll out new Interim Assessments for ELA that better align to the recent changes in curriculum. EVCS is currently working with ANET to build new, better aligned interims for the 21/22 school year. The results of interim assessments will be immediately disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers will meet in grade level teams to compare results, share instructional strategies and lessons, and plan for re-teaching. Data from each classroom will be submitted to the Director of Curriculum and Instruction.

EVCS Days Park will make several key shifts in the 21/22 school year in our ELA instruction:

- **Science of Reading:** In 21/22, EVCS will be working to incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy approach to a structured literacy approach. In the lower grades, the primary intention behind this shift is to shore up Tier 1 instruction in foundational skills so that fewer students need Tier 2 and Tier 3 interventions and more students are reading on grade level by third grade.
- **Really Great Reading:** EVCS will be implementing this new program in grades K-3 with all students and grades 4-8 with students who have been identified for intervention to help close gaps in foundational skills. *Really Great Reading* will incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy approach to a structured literacy approach.
- **Really Great Reading Diagnostic:** Starting in the 21/22 school year, all students in grades K-3 will receive 5-7 minute diagnostic decoding assessments from Really Great Reading 3 times a year (students in need of intervention will receive additional progress monitoring). These diagnostic decoding assessments will also be used to identify gaps for students in grades 4-8 who are reading significantly below grade level. These assessments will answer these key questions: Which students are struggling with decoding? What types of words are they struggling with? What is the source of the underlying confusion? They will also help determine where, within the Really Great Reading curriculum, students should be placed.
- **Novel-based Instruction:** In grades 4-6 we are shifting from the basal-based Wonders content to whole-class novel-based instruction. With this shift in materials, comes a shift away from heavily skills focused instruction, to instruction that is centered around building knowledge. EVCS had an opportunity to "test drive" this approach during the 2020-2021 school year. We intend to build on this approach in SY 21/22, adding additional non-fiction reading to build background knowledge, and building in more opportunities for written response and class discussion.
- **Small group reading:** In addition to core reading instruction, one period a day is set aside for all students in grades K-6 for differentiated reading instruction. Students will rotate through teacher led groups and independent activities. For students who are not yet fluent

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readers (typically grades K-2), the focus will be on foundational skills such as phonemic awareness, phonics, and fluency. For more fluent readers, small groups will focus on close reading and discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text. Teachers will use formative assessment to determine student needs.

- has opened a new position for a social worker to provide students and families with an advocate that can assist them with locating and taking advantage of available resources.

ENROLLMENT SUMMARY

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	49	50	52	52	52	50	51	23	19					398
2017-18	48	49	52	53	52	51	49	44	22					420
2018-19	47	50	52	52	53	52	52	49	42					449
2019-20	50	48	51	52	52	51	52	50	43					449
2020-21	46	51	52	51	52	49	50	48	44					443

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Elmwood Village Charter School Days Park students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the STAR Reading and STAR Early Literacy assessment.

Measure 1: Each year, the median SGP between BOY and EOY for 3rd through 8th grade students will be equal to or greater than 50.

Measure 2: Each year, the median SGP between BOY and EOY for 3rd through 8th grade students who were two or more grade levels below grade level a BOY will be equal to or greater than 55 by EOY

Measure 3: Each year, the median SGP between BOY and EOY for 3rd through 8th grade students who are economically disadvantaged will be equal to or greater than the median change in SGP between BOY and EOY for 3rd through 8th grade students who are not economically disadvantaged

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Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score a Percentile of 60 or higher.

BACKGROUND

In SY2021, ELA was taught in alignment with the NYS Next Generation Learning Standards. EVCS utilized the STAR ELA Assessment to evaluate student progress in Reading (2-8) and Literacy (K-1).

During the pandemic, ELA was taught remote via synchronous Zoom sessions for all grades between September and mid-January. In mid-January, EVCS shifted to a hybrid model where students received ELA and Reading instruction in-person twice a week.

METHOD

EVCS administered the STAR Reading (grades 2-8) and Literacy (grades K & 1) assessment three times during the 20/21 school year: Beginning of the Year (September), Middle of the Year (January), End of Year (June). For the 20/21 school year, and in years in the past, we have used the STAR to identify struggling students, monitor student growth and gaps, identify strengths/gaps in skills, and to project proficiency on the NYS exam.

Through an internal study in 2019, we know that EVCS' bar for proficiency on the STAR (PR greater than or equal to 60) has been very predictive of student success on the NYS ELA assessment. Renaissance, the company that owns the STAR test, has also shown a strong alignment between scores on the STAR Reading test and the NYS ELA assessment ([see this resource](#)).

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR

RESULTS AND EVALUATION

EVCS Days Park did not meet the four academic ELA goals for SY20/21.

For Measure #1, EVCS was one point short of the goal overall (Median SGP = 49). Students in grade three and four met the goal, but students in the other grades fell short of the target. For Measure #2, EVCS students who were low initial achievers had an SGP that was higher than the overall average (Median SGP = 52) but did not meet the goal of SGP = 55.

For Measure #3, students that were economically disadvantaged had an SGP lower than the school average, meaning that these students did not grow more than students who are not economically disadvantaged.

EVCS Days Park did not meet the absolute measure set in Measure #4. While more students were proficient in the elementary grades than the middle school (grades 7/8), no EVCS Days Park grades met this goal. While we have not met the comparable APPR absolute measure for this goal in the past, the impact of COVID-19 and remote/hybrid learning certainly contributed to the lower proficiency and lower growth on the STAR ELA test than previous years.

EVCS Days Park teachers review student results with their instructional coaches in their weekly PLC meetings. These meetings allow teachers to digest student data and differentiate student groups.

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Early identification of students who needed additional support for ELA via AIS allowed students who were behind to get additional support.

2020-21 STAR ELA Assessment End of Year Results

Measures	Subgroup	Target	Student Count	Results	Met
Measure 1: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students will be equal to or greater than 50	All students	50	281	49.0	No
Measure 2: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students who were two or more grade levels below grade level at BOY will be equal to or greater than 55 by EOY	Low initial achievers	55	44	52.0	No
Measure 3: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students who are economically disadvantaged will be equal to or greater than the median change in SGP between BOY and EOY for 3 rd through 8 th grade students who are not economically disadvantaged	Economically disadvantaged students	>= not economically disadvantaged	184	45.0	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score a Percentile (PR) of 60 or higher on the EOY test.	2+ students	75%	256	30.1%	No

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End of Year Performance on 2020-21 STAR ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Students enrolled in at least their Second Year		
	Student Count	# Proficient	% Proficient	Student Count	# Proficient	% Proficient
3	51	21	41.2%	48	20	41.7%
4	50	25	50.0%	48	24	50.0%
5	50	15	30.0%	38	13	34.2%
6	49	13	26.5%	44	13	29.5%
7	41	3	7.3%	35	3	8.6%
8	43	4	9.3%	43	4	9.3%
All	284	81	28.5%	256	77	30.1%

End of Year Growth on 2020-21 STAR ELA Assessment By All Students

Grade	Student Count	Median SGP
3	50	56.0
4	50	56.5
5	49	49.0
6	49	45.0
7	41	35.0
8	42	44.5
All	281	49.0

End of Year Growth on 2020-21 STAR ELA Assessment Other Measures

Other Measures	Student Count	Results
Median SGP for students with disabilities	52	44.5
Average SGP for students with disabilities	52	44.3
Median change in Grade Equivalencies* (BOY to EOY)	252	0.8
Average change in Grade Equivalencies* (BOY to EOY)	252	0.8

*Students with BOY GE>=2 are excluded from this calculation

ADDITIONAL CONTEXT AND EVIDENCE

STAR testing was completed in school whenever possible, but all BOY and some MOY and EOY testing was completed remotely due to the pandemic. In looking at STAR results this year, we noticed that many students were taking far less time completing assessments than is expected. While EVCS Days Park staff worked persistently to engage students in school, it seems likely that many students took the STAR test and did not put forth their best effort as they have done in the past. In observing classrooms, talking with teachers/students/families, and reviewing data, we do feel that less growth was made than in prior years on average, but at least some part of these lower scores was a result of student fatigue with the pandemic. We are looking forward to having our students back to in-person learning, 5 days a week, for the 21/22 school year and expect to see student growth improve.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

For SY20/21, EVCS Days Park did not meet the academic goals set for ELA. While median SGP (49) was very close to the bar of SGP = 50, EVCS Days Park was just short of meeting the goal. Proficiency on the STAR ELA at EVCS Days Park did not meet the very high bar of 75%.

When comparing end of year results on the STAR ELA with historic results on the STAR (for SY17/18 and SY18/19), this year's results were lower. While EVCS Days Park continued to provide rigorous and strategic ELA programming as described above, the burden of the pandemic certainly had an impact on this year's proficiency and growth on the STAR ELA assessment.

ACTION PLAN

All EVCS Days Park students will return to 5-days a week of in-person learning for SY21/22. While the pandemic will certainly continue to impact school and instruction, getting closer to EVCS Days Park's "normal" operations will support stronger achievement in ELA.

In addition, to address learning lost over the pandemic, EVCS Days Park has opened a new position for a Learning Specialist who will work with students on a pull out and push in basis to help address learning gaps exacerbated by the pandemic. These specialists are long-time EVCS teachers who are highly effective at targeting interventions to maximize student growth. EVCS Days Park's two AIS teachers will also continue to provide targeted support for students identified as title 1.

EVCS Days Park will also create and roll out new Interim Assessments for ELA that better align to the recent changes in curriculum. EVCS is currently working with ANET to build new, better aligned interims for the 21/22 school year. The results of interim assessments will be immediately disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers will meet in grade level teams to compare results, share instructional strategies and lessons, and plan for re-teaching. Data from each classroom will be submitted to the Director of Curriculum and Instruction.

EVCS Days Park will make several key shifts in the 21/22 school year in our ELA instruction:

- **Science of Reading:** In 21/22, EVCS will be working to incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy

approach to a structured literacy approach. In the lower grades, the primary intention behind this shift is to shore up Tier 1 instruction in foundational skills so that fewer students need Tier 2 and Tier 3 interventions and more students are reading on grade level by third grade.

- **Really Great Reading:** EVCS will be implementing this new program in grades K-3 with all students and grades 4-8 with students who have been identified for intervention to help close gaps in foundational skills. *Really Great Reading* will incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy approach to a structured literacy approach.
- **Really Great Reading Diagnostic:** Starting in the 21/22 school year, all students in grades K-3 will receive 5-7 minute diagnostic decoding assessments from Really Great Reading 3 times a year (students in need of intervention will receive additional progress monitoring). These diagnostic decoding assessments will also be used to identify gaps for students in grades 4-8 who are reading significantly below grade level. These assessments will answer these key questions: Which students are struggling with decoding? What types of words are they struggling with? What is the source of the underlying confusion? They will also help determine where, within the Really Great Reading curriculum, students should be placed.
- **Novel-based Instruction:** In grades 4-6 we are shifting from the basal-based Wonders content to whole-class novel-based instruction. With this shift in materials, comes a shift away from heavily skills focused instruction, to instruction that is centered around building knowledge. EVCS had an opportunity to “test drive” this approach during the 2020-2021 school year. We intend to build on this approach in SY 21/22, adding additional non-fiction reading to build background knowledge, and building in more opportunities for written response and class discussion.
- **Small group reading:** In addition to core reading instruction, one period a day is set aside for all students in grades K-6 for differentiated reading instruction. Students will rotate through teacher led groups and independent activities. For students who are not yet fluent readers (typically grades K-2), the focus will be on foundational skills such as phonemic awareness, phonics, and fluency. For more fluent readers, small groups will focus on close reading and discussion of how texts work (considering the impacts of the author’s word choices and structure), and rereading text. Teachers will use formative assessment to determine student needs.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

During the pandemic, EVCS made a switch from Everyday Math in grades K-6 to Zearn. Prior to this, we had been considering adopting a new Math curriculum in K-6 as the alignment of Everyday Math to the Next Generation Learning Standards was not as strong as we would have liked. Remote instruction made the need for a change even more urgent, as there were very few online resources available for Everyday Math to support either synchronous or asynchronous instruction. Zearn was chosen for the strength of its' online component, which includes lesson delivery and scaffolded practice, as well as for the strong ratings from groups like Ed Reports.

EVCS seventh and eighth grade Math classes are departmentalized and taught by subject specialists. Teachers build units and lessons aligned to the NYS Next Generation Learning Standards but are given a certain amount of autonomy to choose their resources. Teachers use Engage NY modules as a resource, but supplement with additional resources.

EVCS offers Regents Algebra in addition to 8th grade mathematics to those students whose scores and work habits have qualified them to take this advanced math course. Passing the Regents exam can earn EVCS 8th graders high school credit.

During the pandemic, Math was taught remote via synchronous Zoom sessions for all grades between September and mid-January. In mid-January, EVCS shifted to a hybrid model where students received Math instruction in-person twice a week.

METHOD

EVCS administered the STAR Math assessment (grades 1-8) three times during the 20/21 school year: Beginning of the Year (September), Middle of the Year (January), End of Year (June). For the 20/21 school year, and in years in the past, we have used the STAR to identify struggling students, monitor student growth and gaps, identify strengths/gaps in skills, and to project proficiency on the NYS exam.

Through an internal study in 2019, we know that EVCS' bar for proficiency on the STAR (PR greater than or equal to 60) has been very predictive of student success on the NYS Math assessment. Renaissance, the company that owns the STAR test, has also shown a strong alignment between scores on the STAR Math test and the NYS Math assessment ([see this resource](#)).

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **STAR**

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RESULTS AND EVALUATION

EVCS Days Park did not meet the four academic Math goals for SY20/21.

For Measure #1, the overall SGP was 43. Students in grade 8 met the goal for SGP (SGP =61), but all other grades fell short of the target of 50. For Measure #2, EVCS students who were low initial achievers missed the goal of SGP = 55 by one point (median SGP = 54).

For Measure #3, students categorized as economically disadvantaged had a lower median SGP (39.5) than the total population, meaning they did not grow more than students who are not economically disadvantaged.

EVCS Days Park did not meet the absolute measure set in Measure #4. No EVCS Days Park grades met this goal. While we have not met the comparable APPR absolute measure for this goal in the past, the impact of COVID-19 and remote/hybrid learning certainly contributed to the lower proficiency and lower growth on the STAR Math test than previous years.

EVCS Days Park teachers review student results with their instructional coaches in their weekly PLC meetings. These meetings allow teachers to digest student data and differentiate student groups. Early identification of students who needed additional support for Math via AIS allowed students who were behind to get additional support.

2020-21 STAR ELA Assessment End of Year Results

Measures	Subgroup	Target	Student Count	Results	Met
Measure 1: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students will be equal to or greater than 50	All students	50	278	43.0	No
Measure 2: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students who were two or more grade levels below grade level at BOY will be equal to or greater than 55 by EOY	Low initial achievers	55	40	54.0	No
Measure 3: Each year, the median SGP between BOY and EOY for 3 rd through 8 th grade students who are economically disadvantaged will be equal to or greater than the median change in SGP between BOY and EOY for 3 rd through 8 th grade students who are not economically disadvantaged	Economically disadvantaged students	>= not economically disadvantaged	182	39.5	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the	2+ students	75%	254	40.6%	No

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school will score a Percentile (PR) of 60 or higher on the EOY test.				
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End of Year Performance on 2020-21 STAR ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Students enrolled in at least their Second Year		
	Student Count	# Proficient	% Proficient	Student Count	# Proficient	% Proficient
3	49	17	34.7%	46	16	34.8%
4	51	21	41.2%	48	20	41.7%
5	50	22	44.0%	38	18	47.4%
6	47	17	36.2%	42	17	40.5%
7	43	9	20.9%	36	9	25.0%
8	44	23	52.3%	44	23	52.3%
All	284	109	38.4%	254	103	40.6%

End of Year Growth on 2020-21 STAR ELA Assessment By All Students

Grade	Student Count	Median SGP
3	48	29.0
4	49	38.0
5	49	39.0
6	47	45.0
7	42	43.0
8	43	61.0
All	278	43

End of Year Growth on 2020-21 STAR ELA Assessment Other Measures

Other Measures	Student Count	Results
Median SGP for students with disabilities	50	27.0
Average SGP for students with disabilities	50	33.8
Median change in Grade Equivalencies* (BOY to EOY)	232	0.9
Average change in Grade Equivalencies* (BOY to EOY)	232	1.2

*Students with BOY GE>=2 are excluded from this calculation

ADDITIONAL CONTEXT AND EVIDENCE

STAR testing was completed in school whenever possible, but all BOY and some MOY and EOY testing was completed remotely due to the pandemic. In looking at STAR results this year, we noticed that many students were taking far less time completing assessments than is expected. While EVCS Hertel staff worked persistently to engage students in school, it seems likely that many students took the STAR test and did not put forth their best effort as they have done in the past. In observing classrooms, talking with teachers/students/families, and reviewing data, we do feel that less growth was made than in prior years on average, but at least some part of these lower scores was a result of student fatigue with the pandemic. We are looking forward to having our students back to in-person learning, 5 days a week, for the 21/22 school year and expect to see student growth improve.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

For SY20/21, EVCS Days Park did not meet the academic goals set for Math. Median scores were very close to the target for Measure #2. Overall SGP was 43 and proficiency for students in their second year at EVCS Hertel was 40.6.

When comparing end of year results on the STAR Math with historic results on the STAR (for SY17/18 and SY18/19), this year's results were lower. While EVCS Days Park continued to provide rigorous and strategic Math programming as described above, the burden of the pandemic certainly had an impact on this year's proficiency and growth on the STAR Math assessment.

ACTION PLAN

All EVCS Hertel students will return to 5-days a week of in-person learning for school year 21/22. While the pandemic will certainly continue to impact school and instruction, getting closer to EVCS Hertel's "normal" operations will support stronger achievement in Math.

During remote and hybrid instruction, EVCS was not able to implement Zearn with fidelity to the model. In school year 21/22 EVCS will implement the Zearn model of rotational groups, allowing smaller groups of students to receive the teacher-led instruction. This will allow for more student participation and more teacher feedback which we think will support growth that was lost during the pandemic.

In addition, to address learning lost over the pandemic, EVCS Hertel has opened a new position for a Learning Specialist who will work with students on a pull out and push in basis to help address learning gaps exacerbated by the pandemic. These specialists are long-time EVCS teachers who are highly effective at targeting interventions to maximize student growth. EVCS Hertel's two AIS teachers will also continue to provide targeted support for students identified as title 1.

EVCS Hertel will also create and roll out new Interim Assessments for Math that better align to the recent changes in curriculum. EVCS is currently working with ANET to build new, better aligned interims for the 21/22 school year. The results of interim assessments will be immediately disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers will meet in grade level teams to compare results, share

instructional strategies and lessons, and plan for re-teaching. Data from each classroom will be submitted to the Director of Curriculum and Instruction.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Elmwood Village Charter School Days Park students will be proficient in scientific process and inquiry skills able to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the EVCS science interim exams.

BACKGROUND

Mystery Science (K-5) Teachers in grades K-5 use the Mystery Science curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. Each lesson contains a central mystery, a video, discussion questions, supplemental reading, and a hands-on activity.

Middle School Science In grade 6, teachers will use the Amplify Science curriculum. This curriculum will be new to our Hertel campus, but teachers at our Days Park campus have been using it since the fall of 2020. The curriculum was adopted for its strong alignment to the Next Generation Science Standards (NGSS) and for the robust online components, which enable strong instruction and online lab work during remote instruction. Students in 6th grade will take Earth & Space Science.

Middle school students have lab sections built into their schedule, in addition to their regularly scheduled science class. During lab, students are engaged in activities that require them to utilize the scientific method to answer scientific questions based on the current topic of study. Additionally, science instruction incorporates a variety of activities to analyze each topic of study on a deeper level. Students engage in lab activities, hands-on simulations, virtual labs, and role playing or modeling activities. Students often work in partners and groups during classroom activities. Movement and peer interaction are an essential component of the science classroom and these activities fulfill a crucial need for students at this age.

METHOD

During the 20/21 school year, EVCS Days Park did not assess students in science with a common assessment outside of the NYS Science test (for grades 4 and 8). Teacher created assessments were used to assess mastery. EVCS plans to create new Interim Assessments for middle school students in the 21/22 school year and will look to create new interim science assessments for elementary grades in the 22/23 school year.

RESULTS AND EVALUATION

Not applicable

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Not applicable

ACTION PLAN

Prior to the pandemic, EVCS Days Park was looking to update science interim assessments. We are looking to develop new Interim Assessments for science in the 21/22 school year for middle school grades, and in the 22/23 school year for elementary grades.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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

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year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

EVCS Days Park was designated as a school in good standing.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing

OTHER MEASURES

Goal 5: Family Satisfaction

Measure 1: 95% of responding parents will report they are satisfied with the school, as measured by an annual survey

Measure 2: 85% of students will re-enroll for the following year, as measured by yearly BEDS day enrollment data

METHOD

For the annual survey, EVCS used the online service SurveyMonkey as the method for collecting responses related to family satisfaction with its schools. All attending families were sent messages requesting that they respond to the survey; reminders were sent before closing out the survey. Responses were collected in late May and early June, during approximately a three-week period. Questions on academics, programs, staffing, and school life were included.

For student retention, EVCS tracks students who leave in the student information system (PowerSchool). To calculate retention, the SY18/19 enrollment as of BEDS day was compared to the SY19/20 enrollment as of BEDS day. The information is disaggregated by at-risk subgroups as well.

RESULTS AND EVALUATION

2020-21 Family Survey Results

EVCS Days Park's end of year enrollment was 443 students. There were ___ surveys submitted.

Question	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	96%

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2020-21 Student Retention Rate

2019-20 Enrollment	Number of Students Who Graduated in 2019-20	Number of Students Who Returned in 2020-21	Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
449	43	356	87.7%

The school met Measure #1 set out in the family satisfaction goal. EVCS continued to have a high degree of satisfaction. EVCS Days Park also met the goal set in Measure #2, with 87.7% retention from the 19/20 school year. There are always individual concerns that are shared in the survey which gives the administration an opportunity to reexamine its programs and procedures.

Goal 6: Attendance

Measure 1: EVCS Days Park will have a daily attendance rate of at least 95%

METHOD

EVCS Days Park’s attendance rate is tracked in its SIS. Teachers take attendance daily with office staff making corrections for students who are tardy, on suspension, or with an excused absence. Average daily attendance is frequently examined both in aggregate, and for individual students. During the pandemic, per NYS requirements, EVCS tracked remote and in-person attendance with different codes in PowerSchool. This change allowed us to both reflect on student attendance given the modality of instruction, and to communicate our teaching modality to the state.

RESULTS AND EVALUATION

EVCS Days Park’s overall attendance was 93%. While EVCS Days Park did not meet the goal of 95%, it was able to maintain a similar ADA to previous years despite the impact of remote/hybrid instruction. With remote/hybrid instruction, EVCS Days Park introduced a weekly attendance report that was sent out to parents via email that provided them with their student’s attendance for each core subject each week. This communication allowed parents to better support students and helped teachers identify students who were at risk.

Year	Average Daily Attendance Rate
2017-18	95%
2018-19	92.9%
2019-20*	94.3%
2020-21	93%

* Only includes school days prior to school closure due to COVID-19 (September 4th – March 13th)

In the coming years, EVCS plans to report measures on staff satisfaction and student SEL (via our Panorama Student Survey results). The 21/22 school year will be the first year that we pilot these measur

