



King Center Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
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Sharon Bradley	Member	Education
Donnell Gibson	Member	Education
Maura Comerford Devlin	Member	Education
Nyandusi Nyachae	Member	Education
Ryanelle Fuqua	Parent Rep	Education

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

SCHOOL OVERVIEW

The King Center Charter School has historically provided a learning environment for at-risk students focused on their academic and social success. We are a unique 21st century laboratory school for the study of teaching and learning in urban settings servicing 423 students.

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

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

KCCS is committed to learning all that we can from our formative and summative data. With this data, we are constantly evaluating our effectiveness using various information sources and looking for best practices and curriculum to help increase students' outcomes. The school has adopted the New York Engage ELA and Math Modules K-8th into our core curriculum. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate more proficiency in math and reading. In addition, Math and ELA Interventionists to service were added for students who needing extra support and assigned them for core support in some classrooms. Break out spaces for Response-to-Intervention for students who are at risk for inadequate academic progress to receive academic intervention are provided. KCCS also provides instructional coaching for teachers K-8th in ELA and Math to help refine instructional practices for the success for all students.

KCCS continues to assess all students grades K-8 using the F&P (Fountas & Pinnell) system. This helps determine each student's reading level as a Fall baseline and then provide regular small-group reading interventions to students who were below reading level according to Common Core standards. Our Theory of Change is that when a student can't critically engage with a text he or she can't read, we need to initially attend to our students' reading skills to catch them up to the new expectations. We are also focusing on increasing the number of students reading independently at school by providing independent reading time within the classroom schedule. We know that increasing literacy skills will result in student achievement in all subject areas.

In addition, KCCS has devoted professional development time to support teachers in increasing

reading levels, writing levels, social-emotional skills as well as critical thinking in both verbal and written environments.

Our mission as a school is to prepare all students beginning in kindergarten for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school we work to fulfill this mission and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, businesses and community organizations to provide our students with a 21st century learning experiences. KCCS will continue to provide all students with access to technology in preparation for the new computer – based New York State test and for Career and College readiness preparation.

During the 2020-21 School Year King Center began the school year in Fully Remote instructional model with students accessing their content via Google Meet and Google Classroom. During this time students attended live remote instruction sessions with teachers while also completing classroom assignments asynchronously for their core content classes. Students also had access to online learning platforms (Map Accelerator, Moby Max, NewsELA, ReadingEggs and Math Seeds) that allowed teachers to differentiate learning paths for students to work to access asynchronously as well.

The KCCS Learning Objectives Guide (LOG) has been updated for the 2020-2021 school year to include "Focus Skills" for each grade level. Given the limited time with students online, teachers used the LOG to prioritize the most crucial grade level standards as it aligns to Common Core standards.

The core curriculum blocks were added to the distance learning schedule to reinforce grade level expectations. These blocks were devoted to ensuring that students continued to have access to grade level standards using the NYS Engage Modules and Domains for all ELA core instruction as a core resource. All students participated in Response to Intervention using the data collected from the diagnostic assessments with continued use of ongoing formative assessment systems to inform instruction throughout the school year..

To help provide social and emotional support for our students several teaching strategies were implemented specifically targeted toward building community, coping skills, mental health checks and working through the effects of COVID-19 using Restorative Justice and Leader In Me practices.

King Center also provided every student with a laptop as well as MiFi boxes when needed to ensure that all students had access to attend Remote Instruction and participate throughout the course of virtual learning. In March of 2021 King Center shifted into a Hybrid environment with the option for students to attend In-Person 2 days in person and 3 days access Remote Instruction. Students with the highest academic needs were given the opportunity to attend 4 days in person as well. Families who choose to remain Fully Remote received live-streamed instruction from the classroom that was available, as well as access to recorded lessons in Google Classroom for each grade level.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	45	62	52	51	50	51	51	41	22	425
2017-18	62	51	55	52	51	48	46	46	36	447
2018-19	56	59	49	50	52	40	39	42	40	427
2019-20	57	55	55	46	46	47	39	36	41	422
2020-21	53	55	63	49	52	36	45	35	35	423

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the changes to the school's modality (in-person, hybrid, or remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2020-21 school year.

Core Curriculum:

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

Assessments:

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

Professional Development:

KCCS continues to provide professional development throughout the school year in areas of Google Classroom, MAP Assessment Data, Trauma Informed Pedagogy, Social Emotional Learning, Leader in Me and Remote Teaching and Learning Best Practices to help support our teachers, parents and students.

Educational Modalities for 2020-21

KCCS began the 2020-21 100% remote. Teachers delivered core instruction for ELA via Google Meet. KCCS used the Google Classroom Platform to collect assignments as well as complete assessments while in the virtual learning environment.

KCCS transitioned to a hybrid model in March which is detailed below.

- In this model, students received 5 days of instruction.
- For students that were NOT in the building on their assigned days, they were able to access the LIVE in-person instruction remotely.
- Teachers streamed their whiteboards LIVE from the classroom and students who joined remotely had opportunities to participate and engage in the lesson
- Students who choose Fully Remote Instruction, were able to join the LIVE in-person instruction remotely each day.
- ENL students and students with IEP's were given preference to report to school for in-person instruction all 4 days
- Students were required to transport their school-administered laptop and chargers to and from school each day
- Students continued to use Google Classroom to upload class assignments in person and remotely

KCCS plans to return to 5 day 100% in-person instruction for the 2021-22 school year.

Method

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During the 2020-21 school year KCCS continued to assess students using the module assessments given either in google classroom or the Performance Matters Testing System. This data was then evaluated by the teacher and instructional staff to determine reteaching points and weak skills. KCCS also conducted Fountas and Pinnell Testing virtually using Google Meet for the first two administrations and then a mix of in-person and virtual administration for the final Spring assessment. These results were then used for intervention placements throughout the school year and will be used to begin intervention services when returning in 2021-22.

KCCS continued its use of the NWEA MAP Growth Assessments during remote instruction. Students completed assessments remotely for the Fall and Winter sessions, while students who attended in the hybrid model accessed the Spring assessment in-person. KCCS plans to assess students within the first week of school as an early diagnostic of students' current achievement. This data will then be used to drive small group differentiation to address learning gaps. KCCS will monitor this growth through the NWEA reporting system as well as tracking the growth of weak skills as identified by the learning continuum and NWEA student profile.

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

RESULTS AND EVALUATION

During the 2020-21 school year King Center Students did not grow at the normed rate according to the beginning of the year baseline. Students with disabilities also grew at a rate below that of the median growth of the school's general education student population. Students who tested below proficiency in the Fall assessment did not have a higher median growth than that of students. The proficiency rate for 2+ year students in grades 3-8 was 17%. The growth metrics may have been skewed by the fact that the Fall administration was taken remotely while the Spring administration was done in person. The inflation of Fall scores due to the testing being done remotely led to some students showing significantly different results when testing was done in the normal testing environment.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	191	24	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	127	26	No

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	20	16	11	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	193	17%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	Number Tested
3	11%	46	11%	45
4	19%	42	16%	37
5	7%	31	7%	31
6	28%	36	26%	34
7	29%	24	27%	22
8	20%	25	21%	24
All	18%	204	17%	193

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

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

Grades	Median Growth Percentile	Number Tested
3	8	45
4	23	34
5	30	39
6	56	36
7	41	15
8	31	22
All	24	191

ADDITIONAL CONTEXT AND EVIDENCE

During remote instruction, KCCS experienced some barriers in regards to assessment administration and the overall validity and reliability of the assessments given the remote testing modality. Once we received the results for the Fall administration, we noticed anomalies in the results that were coming in that suggested students may have had additional help from parents, siblings or were using other technology to assist them. In response, we set in place a plan in which students would be on camera while taking assessments. We often had to remind parents to not offer help or suggestions, especially in the younger grades. Students would also experience bandwidth issues while taking the exam while being on camera due to slow internet speeds. The return to Hybrid instruction meant we would have better control over the test taking environment and ensure a more valid and reliable data point. Students in-person for Hybrid were given the exam during the MAP Window and students who had chosen remote were given the option to come into the building to take the exam. We believe the Spring results are a valid indication of where the student currently is but the growth metrics may not be reliable as the Fall administration was conducted 100% remotely.

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 34% OF STUDENTS MADE ONE YEAR EQUIVALENT OF GROWTH FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 73% OF STUDENTS MET THE GROWTH REQUIREMENT FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 54% OF KINDERGARTEN STUDENTS GREW AT LEAST ONE LEVEL FROM WINTER TO SPRING.

ADDITIONAL EVIDENCE:

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 59% OF STUDENTS WHO SUBMITTED BOTH A PRE AND POST ASSESSMENT INCREASED ONE LEVEL.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

King Center Charter School fell short of achieving its Absolute Goals, however there was some growth during COVID pandemic.

ACTION PLAN

In response to the outcome data for the spring of 2021 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include prerequisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year.
- KCCS plans to add additional time for phonics and guided reading instruction at the primary level (K-2).
- All ELA Classrooms in grades K-6 will be equipped with Leveled Literacy Intervention kits to be used during the RTI block
- KCCS plans to begin After-School Tutoring in October.
- There will be no changes in the current KCCS grading system for In-Person instruction.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- “To-Go Kits” will be set up and ready in case of rapid school closure. Teachers will ensure that all students are equipped for at-home learning.
- Teachers will continue to use online platforms for instruction during face-to-face sessions to equip students with the skills and ability to transfer to online learning in the event of rapid school closure.
- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.
- KCCS will maintain the use of data collection in Powerschool and Performance Matters.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

BACKGROUND

Core Curriculum:

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

Assessments:

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

Professional Development:

KCCS continues to provide professional development throughout the school year in areas of Google Classroom, MAP Assessment Data, Trauma Informed Pedagogy, Social Emotional Learning, Leader in Me and Remote Teaching and Learning Best Practices to help support our teachers, parents and students.

Educational Modalities for 2020-21

KCCS began the 2020-21 100% remote. Teachers delivered core instruction for Mathematics via Google Meet. KCCS used the Google Classroom Platform to collect assignments as well as complete assessments while in the virtual learning environment.

In this model, students received 5 days of instruction.

- For students that were NOT in the building on their assigned days, they were able to access the LIVE in-person instruction remotely.
- Teachers streamed their whiteboards LIVE from the classroom and students who joined remotely had opportunities to participate and engage in the lesson

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Students who choose Fully Remote Instruction, were able to join the LIVE in-person instruction remotely each day.
- ENL students and students with IEP's were given preference to report to school for in-person instruction all 4 days
- Students were required to transport their school-administered laptop and chargers to and from school each day

Students continued to use Google Classroom to upload class assignments in person and remotely CCS transitioned to a hybrid model in March which is detailed below.

KCCS plans to return to 5 day in-person instruction for the 2021-22 school year.

METHOD

During the 2020-21 school year KCCS continued to assess students using the module assessments given either in google classroom or the Performance Matters Testing System. This data was then evaluated by the teacher and instructional staff to determine reteaching points and weak skills.

KCCS continued its use of the NWEA MAP Growth Assessments while in remote learning. Students tested remotely for the Fall and Winter assessments while students who returned in the hybrid model would take the Spring assessment in-person. KCCS plans on testing students within the first week of school as an early diagnostic of students' current achievement. This data will then be used to drive small group differentiation to help close learning gaps. KCCS will monitor this growth through the NWEA reporting system as well as tracking the growth of weak skills as identified by the learning continuum and NWEA student profile.

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

RESULTS AND EVALUATION

During the 2020-21 school year King Center Students did not grow at the normed rate according to the beginning of the year baseline. Students with disabilities also grew at a rate below that of the median growth of the school's general education student population. Students who tested below proficiency in the Fall assessment did not have a higher median growth than that of students. The proficiency rate for 2+ year students in grades 3-8 was 7%. The growth metrics may have been skewed by the fact that the Fall administration was taken remotely while the Spring administration was done in person. The inflation of Fall scores due to the testing being done remotely led to some students showing significantly different results when testing was done in the normal testing environment.

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	189	15	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	152	18	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	23	16	12	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	196	7%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
3	0%	46	0%	45
4	15%	40	14%	35
5	3%	30	3%	30
6	13%	39	11%	37
7	13%	24	14%	22
8	0%	28	0%	27
All	7%	207	7%	196

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	4	46
4	4	33
5	6	28
6	42	39
7	16	23
8	24	27
All	15	196

ADDITIONAL CONTEXT AND EVIDENCE

During remote instruction, KCCS experienced some barriers in regards to assessment administration and the overall validity and reliability of the exams given the remote testing modality. Once we received the results for the Fall administration, we noticed anomalies in the results that were coming in that suggested students may have had additional help from parents, siblings or were using technology to assist them. In response, we set in place a plan in which students would be on camera while taking the assessment and we often had to remind parents to not offer help or suggestions especially in the younger grades. Students would also experience bandwidth issues while taking the exam while being on camera due to slow internet speeds. The return to Hybrid instruction meant we would have better control over the test taking environment and ensure a more valid and reliable data point. Students in-person for Hybrid were given the exam during the MAP Spring Window and students who had chosen remote were given the option to come into the building to take the exam. We believe the Spring results are a valid indication of where the students currently are, but the growth metrics may not be reliable as the Fall administration was conducted remotely.

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2020-21 SCHOOL YEAR 24% OF STUDENTS MADE THE EQUIVALENT OF ONE SCHOOL YEAR OF GROWTH FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

King Center Charter School fell short of achieving its Absolute Goals, however there was some growth during COVID pandemic.

ACTION PLAN

In response to the outcome data for the spring of 2021 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include prerequisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year.
- KCCS has purchased Number Worlds to be used during the RTI block for grade K-8 by the math intervention department.
- KCCS plans to begin After-School Tutoring in October.
- There will be no changes in the current KCCS grading system for In-Person instruction.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- “To-Go Kits” will be set up and ready in case of rapid school closure. Teachers will ensure that all students are equipped for at-home learning.
- Teachers will continue to use online platforms for instruction during face-to-face sessions to equip students with the skills and ability to transfer to online learning in the event of rapid school closure.
- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.
- KCCS will maintain the use of data collection in Powerschool and Performance Matters.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

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

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center Science programming aligns with the Next Generation Science Standard. King Center teachers have worked in collaboration with Buffalo State to pursue professional development and curriculum planning in regards to the NGSS and three dimensional learning practices.

During the 2020-21 school year students received science instruction remotely until the return to Hybrid instruction in March of 2021. Teachers in grades K-5 prepared materials aligned to the NGSS standards through google classroom while grades 6-8 completed work online through the Amplify Curriculum application.

METHOD

King Center did not administer a norm-referenced exam during the 2020-21 school year. Students in grades 4 and 8 who were present for in-person instruction took the NYS Science Science Exam Part 1.

RESULTS AND EVALUATION

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

ACTION PLAN

For the 2021-22 school year King Center has purchased Amplify Science Curriculum kits for K-2 and the school will use that curriculum K-8 going forward. King Center has also appointed a Science Coordinator to help support teachers with training and professional development throughout the year. In the event of a return to remote instruction the King Center is able to continue science curriculum via the online curriculum tools provided by Amplify.

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	School in Good Standing
2019-20	School in Good Standing
2020-21	School in Good Standing