



**Elmwood Village Charter School  
Hertel**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Melina Hong (Data Manager), Anne Wechlser (Direct or Curriculum) and Liz Evans (Director of Operations) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Jennifer Bernacki-Smith	Chair	Executive, Academic Excellence, Nominating, Space Planning
Mimi Barnes-Coppola		Academic Excellence, Nominating
Lacole Brumfield		Development & Advocacy
Ed Castine	Treasurer	Executive, Audit & Finance
Kathy Franklin-Adams		Academic Excellence, Culture
Kenneth Gholston		Finance & Audit, Culture
Joshua Pennel		Development & Advocacy, Nominating
Jacob Piorkowski		Development & Advocacy, Space Planning
Pamela Pollock	Secretary	Executive, Academic Excellence, Nominating
Matthew Ryan	Vice Chair	Executive, Audit & Finance, Development & Advocacy, Nominating
Anna Sotelo-Peryea		Space Planning, Culture
Patricia Anderson		Culture
Nicca Lebeda		Nominating, Academic Excellence
George McLean		

**Joseph Ciesielski has served as the school principal since 2023. Danielle Bruno has served as the Director of Schools since 2022 and was the principal of EVCS Days Park since 2016.**

### SCHOOL OVERVIEW

The Elmwood Village Charter School Hertel opened its doors to 150 students in grades K-2 in 2017 as a replication of the Elmwood Village Charter School (now EVCS Days Park). EVCS Hertel has just completed its sixth year of instruction, educating 400 students in grades K-7. School year 2023-2024 will be the final year of expansion for EVCS-Hertel, adding the 8<sup>th</sup> grade and a target enrollment of 445 students.

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.
- 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. Social emotional learning is at the heart of all teaching and learning.
- Morning meeting in every classroom every day to build connection and community. A Whole school morning meeting is held once a month and led and planned by students to build community as a whole school.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:05 p.m., with optional afterschool care operated through the Boys & Girls Club. 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.
- 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

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move more students toward proficiency. Media and information literacy are developed through the classroom, and the librarian.

- Instructional coaching: EVCS sees our teaching staff as a great asset and their continued development over time is critical to student success. During the 2022-2023 school year, EVCS employed five instructional coaches and a curriculum director who work across both campuses to provide classroom teachers with professional development, guidance, and targeted feedback to support their continued growth.

### Notable Changes in SY 2022-2023:

**Assessments:** During the 2022-2023 school year, EVCS changed from ANET interim assessments to new standards/curriculum-based interim assessments created in-house that are more tightly aligned to the content. We did this to provide teachers with more useful data for re-teaches.

**Writing Instruction:** EVCS moved from stand-alone, isolated writing units taught through the workshop model, to explicit writing instruction embedded in the content of the curriculum. Instruction has a heavy focus on writing at the sentence level to allow for explicit instruction, repetitive practice and targeted feedback leading to revision.

**Math focused Instructional Coach:** In order to strengthen math instruction, we added an instructional coach focused on math instruction for the upper grades.

**Digital Citizenship:** An additional Digital Citizenship class was added for our kindergarten through 5<sup>th</sup> grade students. It occurs once in a six-day cycle.

**New Staff Evaluation Plan:** We moved from using the Danielson rubric for teacher evaluation, to an evaluation created in-house. This new evaluation is more tightly aligned with EVCS's mission, vision, and operating values.

**Steering Committee:** A faculty Steering Committee was established to give teachers more voice and to encourage collaboration and problem solving. The Steering Committee meets once a month and includes one representative from each grade level, along with representatives from other constituent groups.

## 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
2020-21	43	52	52	53	52	50	0	0	0	0	0	0	0	302
2021-22	47	46	50	51	52	49	50	0	0	0	0	0	0	345
2022-23	46	47	52	51	47	50	47	45	0	0	0	0	0	385

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## GOAL 1: ENGLISH LANGUAGE ARTS

Elmwood Village Charter School Hertel 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.

### BACKGROUND

In school year 2022-2023, ELA was taught in alignment with the NYS Next Generation Learning Standards. Grades K-3 used Really Great Reading, and grades 4-8 used Novel Study. Due to our longer school day, all students received two periods of ELA every day along with a period of Small Group Reading every day for students in grades K-6. EVCS utilized the STAR ELA Assessment to evaluate student progress in Reading (2-8) and Early Literacy (K-1).

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	50	0	1	0	0	0	0	51
4	50	0	0	0	0	0	0	50
5	44	0	0	0	0	0	0	44
6	45	0	0	0	0	0	0	45
7	45	0	1	0	0	0	0	44
8	0	0	0	0	0	0	0	0
All	233	0	2	0	0	0	0	235

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students	Enrolled in at least their Second Year
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<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	34	46%	45	22	49%
4	50	22	44%	39	18	46%
5	44	11	25%	38	10	26%
6	45	13	29%	41	12	29%
7	44	13	30%	41	13	32%
8	0	0	0	0	0	0
All	233	82	35%	204	75	37%

### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.<sup>2</sup>

### 2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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6	
7	
8	

### ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

#### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	60.8	57.4	44.6	0.68
4	69.2	38.0	36.2	0.10
5	81.6	25.0	27.6	-0.16
6	82.0	44.7	47.8	-0.19
7				
8				
All	73.2	41.5	39.2	0.11

### ELA Measure 5 - 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 target of 50.

<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

<sup>4</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **STAR**

EVCS Hertel’s growth goal for the STAR for the 2022-23 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3<sup>rd</sup> through 8<sup>th</sup> grade. The overall SGP was 51 – EVCS Hertel met this goal. Grades 3 and 5 met this target and grades 4, 6, and 7 fell short. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	51	61
4	49	42
5	44	58
6	44	36
7	45	43
8	0	N/A
All	233	51

### SUMMARY OF THE ELA GOAL

EVCS Hertel can report the results on two of the Institute’s five goals (one absolute, one comparative), as well as one internal goal that measures student growth.

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.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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 school district of comparison.	N/A
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No

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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 target of 50.	N/A
Internal Growth	For the 2022-2023 school year, achieve a median SGP of 50 on the national STAR ELA assessment (measured between BOY and EOY) for 3 <sup>rd</sup> through 8 <sup>th</sup> grade.	Yes

### EVALUATION OF ELA GOAL

EVCS Hertel fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (37%). No grade levels hit the target of 75% and proficiency was lower than the 2021-2022 test. EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (0.11). With the pandemic making a large impact on state proficiency, EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS Hertel met the internal goal of SGP=50 national STAR test (51), with 3<sup>rd</sup> grade and 5<sup>th</sup> grade meeting or exceeding the target of 50.

### ADDITIONAL CONTEXT AND EVIDENCE

Like many schools, school year 2022-2023 involved a pivot back towards "normalcy" from the COVID-19 pandemic. While strict protocols were loosened, students and teachers alike were adjusting to what it meant to be in school and what was required to make up for missed learning from the two prior years.

### ELA ACTION PLAN

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from each meeting with specific actions steps to improve teaching and learning.

In 2021 - 2022 EVCS began to shift its approach to reading instruction to one that is aligned to the Science of Reading. We started by adopting a Science of Reading aligned foundational skills program called Really Great Reading. We implemented this in grades K-3 as a Tier 1 program and used it as a Tier 3 intervention in grades K-6. We have seen strong growth in early literacy skills in classrooms where this program has been implemented with fidelity, so we will continue with this program and continue to work on strengthening implementation through coaching and regular use of assessment data. Now that the foundational skills piece is solidly in place, we are focused on strengthening language comprehension. We have adopted Wit & Wisdom for the 2023-2024 school year as the new knowledge building curriculum in grades K-3. We are continuing our implementation of the Teach Like a Champion Reading Reconsidered curriculum in grades 4-8. Both of these programs place a heavy emphasis on knowledge building and vocabulary and provide many opportunities for students to write about content. We have also joined a Reading Reconsidered data cohort this year that is focuses on fluency in the upper grades. We are working alongside the program authors a few other schools to examine oral reading practices and to implement oral reading fluency routines in the classroom.

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One factor that has impacted our ability to achieve strong student growth across all classrooms is teacher retention. We have a larger number of novice teachers post-pandemic than we had pre-pandemic. In order to help these novice teachers improve their teaching skills quickly, we have begun to implement live coaching/in-the-moment feedback. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

### GOAL 2: MATHEMATICS

Elmwood Village Charter School Hertel students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the state's common core math exams.

#### BACKGROUND

Teachers in grades K-8 use Zearn as a core curriculum. However, teachers are given a certain amount of autonomy to supplement with additional resources from sources like Engage NY and Desmos.

In addition to NYS Math Assessments, students in grades 1-8 take the computer adaptive STAR Math 3 times a year. This assessment is used primarily for benchmarking and screening. Students in grades K-8 also take Math Interim Assessments three times a year. These assessments are aligned to the standards that have just been taught in class, thus allowing us to see if students have learned what was taught.

EVCS offers Regents Algebra in addition to 8<sup>th</sup> 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 8<sup>th</sup> graders high school credit.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	50	0	1	0	0	0	0	0	51

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4	50	0	0	0	0	0	0	0	50
5	43	0	1	0	0	0	0	0	44
6	45	0	0	0	0	0	0	0	45
7	39	2	4	0	0	0	0	0	45
8	0	0	0	0	0	0	0	0	0
All	227	2	6	0	0	0	0	0	235

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	23	46	45	22	49
4	50	26	52	39	20	51
5	43	12	28	37	12	32
6	45	2	4	41	2	5
7	39	13	33	36	13	36
8	0	0	0	0	0	0
All	227	76	34	198	69	35

#### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

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## Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	60.8	44.0	45.9	-0.09
4	69.2	26.0	36.0	-0.51
5	81.6	4.5	24.7	-1.09
6	82.0	15.2	26.1	-0.57
7				
8				
All	73.0	23.2	33.6	-0.55

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### Math Measure 5 - 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 target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **STAR**

EVCS Hertel’s growth goal for the STAR for the 2022-23 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3<sup>rd</sup> through 8<sup>th</sup> grade. The overall SGP was 49 – EVCS Hertel did not meet this goal. Grades 5 and 7 met the goal, but grades 3, 4, and 6 did not meet the goal. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	51	48
4	50	36.5
5	43	50
6	45	40
7	45	59
8		
All	234	49

### SUMMARY OF THE MATHEMATICS GOAL

EVCS Hertel can report the results on two of the Institute’s five goals (one absolute, one comparative), as well as one internal goal that measures student growth.

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.	Not met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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 school district of comparison.	N/A

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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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not met
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 target of 50.	N/A
Internal Growth	For the 2022-2023 school year, achieve a median SGP of 50 on the national STAR Math assessment (measured between BOY and EOY) for 3 <sup>rd</sup> through 8 <sup>th</sup> grade.	Not met

### EVALUATION OF THE MATHEMATICS GOAL

EVCS Hertel fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (35%). No grade levels hit the target of 75%. However, we are pleased to see that proficiency for Math at EVCS-Hertel proficiency increased from the 2021-2022 school year. EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (-0.55). With the pandemic making a large impact on state proficiency, EVCS has continued to track student growth internally on the STAR Math test. EVCS Hertel fell just short of the internal goal of SGP=50 national STAR test (49).

### ADDITIONAL CONTEXT AND EVIDENCE

Like many schools, school year 2022-2023 involved a pivot back towards "normalcy" from the COVID-19 pandemic. While strict protocols were loosened, students and teachers alike were adjusting to what it meant to be in school and what was required to make up for missed learning from the two prior years. Like many studies have revealed, student learning loss in mathematics was greater than for ELA. We have seen similar results at EVCS-Hertel, especially in the middle school classes.

### MATHEMATICS ACTION PLAN

EVCS will continue to utilize the STAR to measure student progress in mathematics three times a year. The consistent collection of this data prior to the pandemic and now after the pandemic has given us a strong historical data set to see trends over time.

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from each meeting with specific actions steps to improve teaching and learning.

After analyzing last year's STAR Math growth scores, we noticed a few commonalities across classrooms with the highest student growth percentiles in Math. These commonalities included supplemental daily fluency practice, and more "at bats" during the independent practice portion of the lesson. This year, we are continuing to use Zearn Math in grades K-5, but we have emphasized the importance of incorporating these two high leverage practices across all classrooms.

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We are also leveraging our Learning Specialist (a highly successful, general education teacher) to implement math intervention in grades 2-5. This teacher works to build foundational skills with students who are significantly below grade level.

In our middle school (grades 6-8), we have switched from Zearn to Desmos. With the onset of computer-based testing, we felt an interactive online software that includes equations and mathematical modeling would be beneficial and help our students prepare for the online assessment.

As mentioned, above, teacher attrition has impacted our ability to achieve strong student growth across all classrooms. We have a larger number of novice teachers post-pandemic than we had pre-pandemic. To help these novice teachers improve their teaching skills quickly, we have begun to implement live coaching/in-the-moment feedback. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

### GOAL 3: SCIENCE

Elmwood Village Charter School Hertel students will be proficient in scientific process and inquiry skills to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the state's common core science 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 is primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This helps 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 grades 6-8, teachers use the Amplify Science curriculum. The curriculum has strong alignment to the Next Generation Science Standards (NGSS) and robust online components. Students in 6<sup>th</sup> grade take Earth & Space Science, student in 7<sup>th</sup> grade take Physical Science, and students in 8<sup>th</sup> grade take Life Science. Students engage in lab activities, hands-on simulations, virtual labs, and role playing or modeling activities. Students excelling in Science and ready for a challenge, also have the opportunity to take Regents Living Environment.

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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 science examination.

The school did not administer the state test in science as there was no 8<sup>th</sup> grade in the 2022-2023 school year.

### Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

### Science Measure 2 - Comparative

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 school district of comparison.

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

### 2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8						
All						

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	N/A
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 school district of comparison.	N/A

## EVALUATION OF THE SCIENCE GOAL

EVCS Hertel is preparing for the 4<sup>th</sup> and 8<sup>th</sup> grade assessment for the 2023-2024 school year and will also administer the Living Environment Regents exam for the first time.

## ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
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## ACTION PLAN

We will have a new focus on live coaching/in-the-moment feedback to support novice teachers. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

In grades K-3 we are implementing a new knowledge building ELA curriculum (Wit & Wisdom) with multiple modules at each grade level focused on Science content. This will help build students' science background knowledge and support stronger performance on the Science assessment over time.

Additionally, we will be implementing the NYS Science investigations across grades 4-8. These are authentic, hands-on laboratory experiences that will help prepare students for the NYS Science Assessment.

## GOAL 4: ESSA

### ESSA Measure 1

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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	LSI

### ADDITIONAL CONTEXT AND EVIDENCE

EVCS Hertel was designated as a school in good standing.

### ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

**Elmwood Village Charter School Hertel will maintain and actively support a healthy and diverse school climate as demonstrated by student re-enrollment and parent satisfaction.**

Once enrolled in the school, 80% of students will re-enroll for the following year, as measured by yearly BEDS day enrollment data.

- EVCS Hertel re-enrollment from school year 2021-2022 to 2022-2023 was 86% - EVCS Hertel met the target of 80%.

80% of responding parents will report they are satisfied with the school, as measured by an annual survey.

- EVCS Hertel overall parent satisfaction was 87% - EVCS Hertel met the target of 80%.