



**Elmwood Village Charter School
Hertel**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16th, 2022

By Elizabeth Fisher

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Anne Wechsler (Director of Curriculum & Instruction), Liz Evans (Director of Operations), and Melina Hong (Data Manager) prepared this 2021-22 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)
Mimi Barnes-Coppola	Member	Nominating, Academic Excellence
Jennifer Bernacki Smith	Chair	Executive, Nominating, Academic Excellence, Space Planning Working Group
Lacole Brumfield	Member	Academic Excellence, Fundraising, Culture
Ed Castine	Treasurer	Executive, Finance and Audit
Kathy Franklin-Adams	Member	Academic Excellence, Culture
Keneth Gholston	Member	Finance and Audit, Culture
Joshua Pennel	Member	Nominating, Culture
Jacob Piorkowski	Parent Representative	Space Planning Working Group, Fundraising
Pamela Pollock	Secretary	Executive, Nominating, Academic Excellence
Matthew Ryan	Vice Chair	Executive, Finance and Audit, Nominating, Fundraising
Anna Sotelo-Peryea	Parent Representative	Space Planning Working Group, Culture

Elizabeth Fisher has served as EVCS Hertel’s Principal since 2020. 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 fifth year of instruction, educating 350 students in grades K-6 amidst the challenges of a pandemic. The School begins its sixth year of operation with 400 students in grades K-7.

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.
- 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

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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 2021-2022 school year, EVCS employed four 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.

Remote Learning and COVID-19 Impact

In 2021-2022, all students returned to campus five days a week. However, teaching and learning continued to be interrupted by student and teacher quarantines throughout the year. Students on quarantine were provided with Chromebooks to allow them to participate remotely, but the number of students chronically absent was significantly higher than it was pre-pandemic.

The pandemic and related issues have had a significant impact on students' social and emotional health. The Student Support team (including staff such as a Behavior Specialist, Student Life Coordinator, Counselor, and other related service providers) met weekly to discuss students and followed up with specific students needing additional support. We also added some new tools to support student social and emotional health. EVCS also implemented the "Fly Five" social emotional learning curriculum (which consists of explicit SEL lessons and aligns to our Responsive Classroom model) in grades K-8. We also administered a Panorama student SEL survey three times across the year and leveraged the data to track student SEL progress.

In order to address missed learning over the pandemic, EVCS Hertel added a new position of Learning Specialist. The Learning Specialist worked with students on a pull out and push in basis. The person filling this role was a long-time EVCS teacher with a history of being highly effective at targeting interventions to maximize student growth. EVCS Hertel's two AIS teachers also continue to provide targeted support for students identified as in need of title 1 supports.

EVCS Hertel also rolled out new Interim Assessments for ELA & Math that are better aligned to the recent changes in curriculum. EVCS used ANET interims for the 21/22 school year. The results of interim assessments were disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers met 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.

In the 22/23 school year, EVCS Hertel will make several key programmatic shifts:

- **Science of Reading:** In 21/22, EVCS began to incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy approach to a structured literacy approach. We will continue to build upon this model for the 22-23 school year. We will continue implementing Really Great Reading as Tier 1 instruction in all K-3 classrooms, and as an intervention in grades 4-8. Now that we are familiar with the program and the diagnostic tools, starting in the 22/23 school year, diagnostic decoding assessments from Really Great Reading will be more firmly embedded in our assessment practices. They will be used for all students in K-3 and they will be used to identify gaps for students in grades 4-8 who are reading significantly below grade level. These assessments 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 also help determine where, within the Really Great Reading curriculum, students should be placed.

- **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. During this time, we will be shifting from a focus on guided reading to a focus small group, targeted, differentiated 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 older readers, small groups will focus on comprehension, building background knowledge, vocabulary, multi-syllable decoding, morphology, fluency, etc.. Teachers will use formative assessment to determine student needs.
- **Writing at the Sentence Level:** We will be incorporating strategies from The Writing Revolution across all grade levels to build a strong foundation for writing. Because reading and writing are reciprocal in nature, we believe this will help our students grow, not only into stronger writers, but also into stronger readers.
- **Math Coach:** At EVCS, we have seen the same dip in math proficiency that schools across the country have seen. We have added a new instructional coach who will focus specifically on math. This is the first content- specific instructional coach we have had. This person has a math degree and a strong record of high achievement with middle school math students. The math coach will support teachers with preparation and planning and help them strengthen their conceptual understanding of the math they teach, so they can deliver stronger instruction.
- **Digital Citizenship** – Students in grades K-5 will now be getting lessons in digital citizenship once in a 6 day cycle. The curriculum will be centered around the Common Sense Digital Citizenship curriculum, but will incorporate other content, as well. Students are struggling to navigate social media and make sense of the massive amounts of information they are bombarded with on a daily basis, and this is taking a toll on their mental health. We hope that by explicitly teaching this content, and intervening early, students will be more prepared to navigate these aspects of their world.
- **Community Building & Restorative Circles** – We are intentionally building in space at all grade levels for students to regularly participate in community circles, to foster an even stronger sense of community, empathy, and belonging.

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ENROLLMENT SUMMARY

Enrollment counts below are as of BEDS Day.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	50	49	49											148
2018-19	50	51	51	49										201
2019-20	50	51	49	51	51									252
2020-21	43	52	52	53	52	50								302
2021-22	47	46	50	51	52	49	50							345

GOAL 1: ENGLISH LANGUAGE ARTS

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 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 Early Literacy (K-1).

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 6th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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2021-22 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	47	0	0	4	0	51
4	50	0	0	0	0	50
5	44	0	0	4	0	48
6	47	0	0	0	2	40
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	188	0	0	8	2	198

RESULTS AND EVALUATION

EVCS Hertel did not meet the absolute measure for ELA in school year 2021-2022. Students in the 3rd grade were closest to meeting the goal (56.1%). Students who have been enrolled in at least their second year were outperformed by all students by a small margin. When comparing these results to scores prior to the pandemic, students at EVCS Hertel were further from meeting the goal this year than in prior years. While the impact of the pandemic on students at EVCS Hertel is evident through this decline, we were very encouraged by the growth scores that we saw on our STAR testing during school year 2021-2022 which is detailed further in a section below.

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57.5%	47	56.1%	41
4	38.0%	50	37.2%	43
5	25.0%	44	23.7%	38
6	44.7%	47	43.5%	46
All	41.5%	188	40.5%	168

ADDITIONAL EVIDENCE

As mentioned previously, EVCS Hertel had noticeable declines in proficiency when compared to school years prior to the pandemic. When considering the strict health regulations that had an impact on how teachers could teach and the significant increase in student absences, we are encouraged that many students still met the bar for proficiency. We are looking forward to applying key next steps to address missed learning as detailed in the action plan below.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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.²

RESULTS AND EVALUATION

Publicly available scores for Buffalo Public Schools (BPS) were unavailable at the time of this report’s submission.

2021-22 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56.1%	41		
4	37.2%	43		
5	23.7%	38		
6	43.5%	46		
All				

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

Historically, Elmwood Village Charter School Hertel has outperformed BPS by a significant margin. When results become publicly available, EVCS' administrative team plans to review how EVCS performed compared to neighboring districts and charter schools.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: **STAR**

EVCS Hertel's growth goal for the STAR for the 2021-22 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 8th grade. The overall SGP was 50 – EVCS Hertel met this goal. Every grade level met this goal except grade 6, which fell noticeably distant from the goal. In a year where close to 40% of students at EVCS-Hertel were chronically absent (according to the state's definition) due to increased health rules, we are extremely encouraged by the progress students made. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	50	52
4	49	56
5	48	59
6	48	33
All	195	50

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The results for our students in grade K-2 (for STAR Early Literacy) were also extremely encouraging and gave us strong feedback on our shift to the Really Great Reading program in these lower grades.

Grade	Student Count	Median STAR ELA SGP
K	50	76
1	45	54
2	48	56

EVCS Hertel's absolute goal for the STAR for the 2021-22 school year was to have 75% of students in grades 3-8 score a Percentile (PR) of 60 or higher on the end of year STAR test. Overall, 27.4% of students met the bar of 60 – EVCS Hertel did not meet this goal. These results mirror those of the New York State test where we saw proficiency rates far lower than pre-pandemic years. These results also line up with the national trends that have shown the ground students have unfortunately lost in proficiency over the past two years.

Grade	Student Count	% PR Score 60 or Higher
3	51	35.3%
4	50	44.0%
5	48	16.7%
6	48	12.5%
All	197	27.4%

ADDITIONAL CONTEXT AND EVIDENCE

Like most schools in New York, EVCS – Hertel continued to struggle with the logistical constraints of the COVID-19 pandemic. In order to keep students and staff safe, there were strict protocols for everything from attending school to where to sit in the classroom. Participation in testing remained high at EVCS despite frequent absences due to quarantine/isolation/illness.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EVCS Hertel fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (40.5%). Similarly, EVCS Hertel fell short of meeting the internal goal of 75% of students score 60 or above on the national STAR test (27.4%). End of year proficiency at EVCS Hertel has declined when compared to the last year prior to the pandemic. However, EVCS Hertel did meet the internal growth goal to achieve a median SGP on the end of year STAR Reading test of 50 or above (50).

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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.	Not met
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.	Not available
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.	N/A
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
Growth	<u>INTERNAL EXAM MEASURE:</u> Each year, the median SGP on the STAR Reading test between BOY and EOY for 3 rd through 7 th grade students will be equal to or greater than 50	Met
Absolute	<u>INTERNAL EXAM MEASURE:</u> Each year, 75% of 3 rd through 7 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 STAR Reading test.	Not Met

ACTION PLAN

We are continuing to strengthen our implementation of Science of Reading aligned instruction, which will support stronger achievement in ELA.

In addition, to address learning lost over the pandemic our two AIS teachers and our Learning Specialist will continue to 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.

During the 21-22 school year, we rolled out new Interim Assessments for ELA. Based on our experiences with these new assessments last year, and feedback from our teachers, we have made revisions to these assessments. This year, we will be using these "new and improved" assessments to identify gaps at the classroom and student level and to plan targeted interventions to close the gaps. 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.

EVCS Hertel will make several key shifts in the 22/23 school year in our ELA instruction:

- **Science of Reading:** In 21/22, EVCS began to incorporate instructional practices aligned with the Science of Reading into ELA instruction, shifting from a balanced literacy approach to a structured literacy approach. We will continue to build upon this model for the 22-23 school year. We will continue implementing Really Great Reading as Tier 1 instruction in all K-3

classrooms, and as an intervention in grades 4-8. Now that we are familiar with the program and the diagnostic tools, starting in the 22/23 school year, diagnostic decoding assessments from Really Great Reading will more firmly be embedded in our assessment practices. They will be used for all students in K-3 and they will be used to identify gaps for students in grades 4-8 who are reading significantly below grade level. These assessments 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 also help determine where, within the Really Great Reading curriculum, students should be placed.

- **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. During this time, we will be shifting from a focus on guided reading to a focus on small group, targeted, differentiated 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 older readers, small groups will focus on comprehension, building background knowledge, vocabulary, multi-syllable decoding, morphology, fluency, etc.. Teachers will use formative assessment to determine student needs.
- **Writing at the Sentence Level:** We will be incorporating strategies from The Writing Revolution across all grade levels to build a strong foundation for writing. Because reading and writing are reciprocal in nature, we believe this will help our students grow, not only into stronger writers, but also into stronger readers.

GOAL 2: MATHEMATICS

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

During the pandemic, EVCS made a switch from Everyday Math in grades K-6 to Zearn. This choice was made largely because Everyday Math alignment to the Next Generation Learning Standards was not as strong as we would have liked, and Everyday Math did not easily lend itself to remote instruction.

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.

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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.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 6th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	50	0	0	1	0	51
4	50	0	0	0	0	50
5	44	0	0	4	0	48
6	46	0	0	2	1	49
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	190	0	0	7	1	198

RESULTS AND EVALUATION

EVCS Hertel did not meet the absolute measure for Math in school year 2021-2022. While students in the 3rd grade were closest to meeting the goal, no grades were close to meeting the goal. When comparing these results to scores prior to the pandemic, students at EVCS Hertel were further from meeting the goal this year than in prior years. While the impact of the pandemic on students at EVCS Hertel is evident through this decline, we were encouraged by the growth scores that we saw on our STAR testing during school year 2021-2022 which is detailed further in a section below.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44.0%	50	42.2%	45
4	26.0%	50	27.9%	43
5	4.6%	44	5.2%	38
6	15.2%	46	15.2%	46
All	23.2%	190	23.3%	172

ADDITIONAL EVIDENCE

Like most schools in New York, EVCS – Hertel continued to struggle with the logistical constraints of the COVID-19 pandemic. In order to keep students and staff safe, there were strict protocols for everything from attending school to where to sit in the classroom. Participation in testing remained high at EVCS despite frequent absences due to quarantine/isolation/illness.

Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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.⁴

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

Publicly available scores for Buffalo Public Schools (BPS) were unavailable at the time of this report's submission. When results become publicly available, EVCS' administrative team plans to review how EVCS performed compared to neighboring districts and charter schools.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	42.2%	45		
4	27.9%	43		
5	5.2%	38		
6	15.2%	46		
All				

ADDITIONAL EVIDENCE

Historically, Elmwood Village Charter School Hertel has outperformed BPS by a significant margin.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: STAR

EVCS Hertel's growth goal for the STAR Math for the 2021-22 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 6th grade. The overall SGP was 49 – EVCS Hertel

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narrowly missed this goal. Two grade levels exceeded the goal (3rd, 4th) and two grades fell short (4th, 6th). In a year where close to 40% of students at EVCS-Hertel were chronically absent (according to the state's definition) due to increased health rules, we are extremely encouraged by the progress students made. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	31	65
4	50	58
5	49	48
6	49	46
All	179	49

EVCS Hertel's absolute goal for the STAR Math for the 2021-22 school year was to have 75% of students in grades 3-8 score a Percentile (PR) of 60 or higher on the end of year STAR test. Overall, 34.5% of students met the bar of 60 – EVCS Hertel did not meet this goal. These results mirror those of the New York State test where we saw proficiency rates far lower than pre-pandemic years. We are hopeful that the growth seen in school year 2021-22 will improve, allowing us to come much closer to meeting this absolute goal in the future.

Grade	Student Count	% PR Score 60 or Higher
3	27	63.0%
4	49	42.9%
5	49	20.4%
6	49	25.0%
All	174	34.5%

ADDITIONAL CONTEXT AND EVIDENCE

Like most schools in New York, EVCS – Hertel continued to struggle with the logistical constraints of the COVID-19 pandemic. In order to keep students and staff safe, there were strict protocols for everything from attending school to where to sit in the classroom. Participation in testing remained high at EVCS despite frequent absences due to quarantine/isolation/illness. Studies completed by Renaissance, which owns the STAR test, showed that mathematics proficiency experienced a larger drop than reading – this information and the results that we saw will influence our actions in the coming school year.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

EVCS Hertel fell short of meeting the institute’s absolute goal of 75% of second year students meeting proficiency (23%). Similarly, EVCS Hertel fell short of meeting the internal goal of 75% of students score 60 or above on the national STAR Math test (35%). End of year proficiency at EVCS Hertel has declined when compared to the last year prior to the pandemic. EVCS Hertel fell just short of the internal growth goal to achieve a median SGP on the end of year STAR Math test of 50 or above (49).

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.	Not available
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.	N/A
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
Growth	<u>INTERNAL EXAM MEASURE:</u> 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	Not met
Absolute	<u>INTERNAL EXAM MEASURE:</u> 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.	Not met

ACTION PLAN

At EVCS, we have seen the same dip in math proficiency that schools across the country have seen. During Summer professional development, all math teachers received professional development to support with strong Zearn implementation.

Last year, we created a new position called a Learning Specialist, who worked with students on math in a pull out and push in basis, to help address learning gaps exacerbated by the pandemic. Students receiving this support saw significantly above average growth, so we intend to continue with that this year. In addition, we are building more tools for differentiation and fluency practice (in the form of game kits) for each classroom. This will help teachers provide more targeted support to students within the math block.

We will continue to use interim assessments and data analysis to support strong math instruction. 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.

Finally, we have added a new instructional coach who will focus specifically on math. This is the first content-specific instructional coach we have had. This person has a math degree and a strong record of high achievement with middle school math students. The math coach will support teachers with preparation and planning and help them strengthen their conceptual understanding of the math they teach, so they can deliver stronger instruction.

GOAL 3: SCIENCE

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 6th grade take Earth & Space Science, students in 7th grade take Physical Science, and students in 8th grade take Life 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 excelling in Science and ready for a challenge, also have the opportunity to take Regents Living Environment.

During Science classes, students often work in partners and groups during classroom activities, as movement and peer interaction are an essential component of the science classroom and these activities fulfill a crucial need for students at this age. However, due to COVID social distancing

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

requirements, this type of learning was severely restricted, and field trips were not possible. We do believe this negatively impacted science achievement during this period.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Overall proficiency for the state science exam was 64.3% – EVCS Hertel did not meet the goal. The only other school year with testing data for science at EVCS Hertel was the 2020-21 school year. 78% of tested 4th grade students were proficient. This benchmark is not a great comparison given the circumstances of the 2020-21 school year, but proficiency in the 2021-22 school year was slightly lower (64.3%).

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	64.3%	42
All	64.3%	42

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

For SY21/22, EVCS Hertel did not meet the academic goal set for Science. The testing population included students in grade 4 only.

ACTION PLAN

In the past, 6th grade Science was taught by a general education teacher in a self-contained classroom setting. Moving forward, we will have a dedicated science teacher teaching science to all 6th grade students. By have a content area specialist, who can dedicate more time to planning and preparation, deliver 6th grade science instruction, we believe students will enter 7th and 8th grade with stronger background knowledge. In addition, with no more COVID social distancing requirements, we intend to have students engaging in collaborative, hands-on, experiential learning, including taking lots of field trips.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: 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

EVCS Hertel was designated as a school in good standing.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing

GOAL 5: ORGANIZATIONAL AND OTHER NON-ACADEMIC GOAL

Family Satisfaction: 95% of responding parents will report that they are satisfied with the school, as measured by an annual survey.

Question	Percent of Respondent's Satisfied
Overall I am satisfied with Elmwood Village Charter School	97%

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.

In spite of another challenging school year due to the COVID-19 pandemic, 97% of responding families said that they either “Agree” or “Strongly Agree” that they are satisfied – EVCS Hertel met this goal.