

# King Center Charter School

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamaira Coleman (Executive Director), Antoinette Rhodes (Principal), Joellen Thurman (Assistant Principal) and Christopher Ciechoski (Director of Curriculum and Instruction) 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)
Michelle Martin	Co-President	Nominating, Education, Finance
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Sharon Bradley	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 21<sup>st</sup> 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 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 Next Generation Learning 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. If 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 Great Minds Modules K-8<sup>th</sup> into our core curriculum. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate increased proficiency in math and reading. In addition, Math and ELA Interventionists are available for students who needed extra support and are assigned 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-8<sup>th</sup> in ELA and Math to help refine instructional practices for the success for all students.

KCCS continues to assess all students' grades K-6 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 students are unable to critically engage with a text he or she is not a proficient reader, we need to initially attend to our students' reading skills to catch them up to the grade level 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 believe that increasing literacy skills will result in student achievement in all subject areas.

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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 21<sup>st</sup> century learning experiences. KCCS will continue to provide all students with access to technology in preparation for the computer –based New York State test and for Career and College readiness preparation.

During the 2021-22 School year there were periods of time in which students would transition into distance learning when a classroom was quarantined due to Covid-19 exposure or symptoms. All students were provided a laptop at home, as well as at school to allow them, to seamlessly transition into remote learning and removing the obstacle of having students transport devices to and from school each day. The pandemic caused us to quarantine rooms due to the close contact protocols set forth in the reopening plan. The effect of this was some students received less in-person instruction during the school year.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
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
2021-22	53	50	51	54	46	36	39	45	35	409

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language

#### BACKGROUND

KCCS implemented multiple strategic changes in response to the COVID-19 closures and hybrid learning periods. Remote and hybrid learning continued through the 2021-22 school year for the Buffalo community, as surging rates in spring 2022 meant students often still had to quarantine

and access school online. Many of the school's efforts to mitigate accumulated learning deficits because of the spring 2020 closure and subsequent two years of interrupted learning are being carried forward, as these strategies also support the school's mission and overall effort to boost student achievement. KCCS also focused on small group instruction and remediation in ELA to help mediate learning loss.

Intensive interventions are provided in ELA and with four interventionists dedicated to ELA to support students both directly in the classroom and using break out spaces to deliver Response to Intervention (RTI) for students who are at risk of inadequate progress. Ongoing data reviews inform the provision of RTI assistance as well as the identification of additional materials to support learning.

### 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. Deficient 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 grades K-6 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 deficient skills and forecast NYS proficiency levels.

### Professional Development:

KCCS will continue to provide professional development throughout the school year in areas of Curriculum and Instruction, Google Classroom, Schoology, Informing Instruction with Data, Trauma Informed Pedagogy, Social Emotional Learning, and Leader in Me to help support our teachers, parents, and students.

Educational Modalities for 2021-22

KCCS began the 2021-22 School year fully in person. The reopening plan was implemented with a 10-day quarantine for any individual who tested positive or was an unvaccinated close contact to someone who had tested positive for COVID-19. This created situations throughout the school year where individual students and staff would be moved into remote instruction during the quarantine period. When classes were placed into quarantine, they received instruction remotely via google classroom and google meet.

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 3<sup>rd</sup> through 8<sup>th</sup> 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 English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6						
7						
8						
All						

<sup>1</sup> 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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### RESULTS AND EVALUATION

King Center did not meet the metric of 75% of students enrolled in at least their second year to perform at or above proficiency on the New York State English Language Arts Examination for grades 3-8. King Center will continue to apply strategies listed in the Action Plan to address these results.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### ADDITIONAL EVIDENCE

Results not available as of submission date

#### **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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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>

### RESULTS AND EVALUATION

Results not available as of submission date

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### ADDITIONAL EVIDENCE

Results not available as of submission date

#### 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

<sup>2</sup> 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](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA:

### NWEA

#### 2021-22 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 <sup>rd</sup> through 8 <sup>th</sup> 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	243	48	No

#### End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grade s	Median Growth Percentile	Number Tested
3	40	51
4	53	43
5	55	33
6	53	38
7	43	43
8	34	35
All	48	243

### ADDITIONAL CONTEXT AND EVIDENCE

Due to the inconsistent year of in person learning KCCS implemented multiple strategic changes in response to the COVID-19 closures and hybrid learning periods. Remote and hybrid learning continued through the 2021-22 school year for the Buffalo community, as surging rates in spring 2022 meant students often still had to quarantine and access school online. However, KCCS still implemented testing with fidelity of in person testing resulting in some favorable outcomes despite multiple classroom shutdowns and quarantined staffing.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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: 67% OF STUDENTS WHO SCORED BELOW IN THE FALL INCREASED ONE-SCHOOL YEAR EQUIVALENT IN ENGLISH LANGUAGE ARTS

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)

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: 77% OF STUDENTS 2 LEVELS (4 LEVELS IN GRADE 1) FROM THEIR FOUNTAS AND PINNELL FALL BASELINE

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: 58% OF STUDENTS IN KINDERGARTEN INCREASED 1 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: 63% OF STUDENTS INCREASED AT LEAST ONE LEVEL FROM THEIR PRE TO POST ASSESSMENT.

ADDITIONAL EVIDENCE:

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

King Center Charter School did not meet its goals for ELA during the 2021-22 school year as indicated below. The school did come close with a median of 48 to achieving a growth median

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above 50 for the NWEA Spring Assessment. The school did meet the F&P accountability goal for growth in Grades 1-6. King Center fell short of the kindergarten goal for Fountas and Pinnell.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	N/A
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.	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	NWEA Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	No
Growth	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.	No
Growth	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)	Yes
Growth	Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)	No
Growth	Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric	No

### ACTION PLAN

In response to the outcome data for the spring of 2022, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform earlier in the school year. This will then be used to create groups for intervention and small group instruction within the classroom.
- The KCCS Learning Objectives Guide (LOG) will 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.
- Students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year and monitored for progress
- KCCS plans to begin After-School Tutoring in January.
- There will be no changes in the current KCCS grading system.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- Teachers will continue to use online platforms for instruction during in-person 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.
- KCCS will implement Words Their Way for all students in Grades K-5 for the 2022 - 2023 school year.

### GOAL 2: 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 Great Minds Eureka Math curriculum 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. Deficient skills are identified through this system and then an action plan is developed during weekly data team meeting sessions. Teachers use data from these meetings to

drive both whole group and small group instruction for the upcoming weeks. Addressing learning gaps caused by the pandemic were a strong focus during these meetings.

### Assessments:

Math baseline assessments are administered in grade K-8 in the beginning of the year to identify deficient skills and determine interventions. The NWEA MAP Math assessment is administered three times per year. The results are used to identify skill deficits, remediate deficient skills, and forecast NYS proficiency projections. Students also complete mid-module and end of module assessments throughout the course of the school year.

### Professional Development:

KCCS will continue to provide professional development throughout the school year in areas of Curriculum and Instruction, Google Classroom, Schoology, Informing Instruction with Data, Trauma Informed Pedagogy, Social Emotional Learning, and Leader in Me to help support our teachers, parents, and students.

### Educational Modalities for 2021-22

KCCS began the 2021-22 School year fully in person. The reopening plan was implemented with a 10-day quarantine for any individual who tested positive or was an unvaccinated close contact to someone who had tested positive for COVID-19. This created situations throughout the school year where individual students and staff would be moved into remote instruction during the quarantine period. When classes were placed in quarantine, they received instruction remotely via google classroom and google meet.

## 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 3<sup>rd</sup> through 8<sup>th</sup> 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

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### Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6						
7						
8						
All						

### RESULTS AND EVALUATION

### Performance on 2021-22 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### ADDITIONAL EVIDENCE

Results not available as of submission date

#### **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**

<sup>3</sup> 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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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.<sup>4</sup>

### RESULTS AND EVALUATION

Results not available as of submission date

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### ADDITIONAL EVIDENCE

Results not available as of submission date

### 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.

<sup>4</sup> 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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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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

### NWEA

#### 2021-22 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	239	61	Yes

#### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

Grade s	Median Growth Percentile	Number Tested
3	64	50
4	51	42
5	84	33
6	79	36
7	36	43
8	68	35
All	61	240

### ADDITIONAL CONTEXT AND EVIDENCE

Due to the inconsistent year of in person learning KCCS implemented multiple strategic changes in response to the COVID-19 closures and hybrid learning periods. Remote and hybrid learning

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continued through the 2021-22 school year for the Buffalo community, as surging rates in spring 2022 meant students often still had to quarantine and access school online. However, KCCS still implemented testing with fidelity of in person testing resulting in some favorable outcomes despite multiple classroom shutdowns and quarantined staffing.

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: 75%**

#### Additional Evidence:

#### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

While data from NYS Math test were not available at time of submission, King Center did meet all growth outcomes related to NWEA MAP.

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.	N/A
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
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	Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. (NWEA MAP)	Yes

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	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.	Yes
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### ACTION PLAN

In response to the outcome data for the spring of 2022, KCCS plans to incorporate and/or build on the following, to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform earlier in the school year. This will then be used to create groups for intervention and small group instruction within the classroom.
- The KCCS Learning Objectives Guide (LOG) will 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.
- Students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year and monitored for progress
- KCCS will continue to use Number Worlds as the core math intervention system
- KCCS plans to begin After-School Tutoring in January.
- There will be no changes in the current KCCS grading system.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- Teachers will continue to use online platforms for instruction during in-person 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 with test data also stored when appropriate in Great Minds Online Assessment Platforms and Zearn.

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

#### 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 4<sup>th</sup> and 8<sup>th</sup> grade 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**

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 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4		
8		
All		

**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.

**ADDITIONAL CONTEXT AND EVIDENCE**

**SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL**

**ACTION PLAN**

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: N/A

ADDITIONAL EVIDENCE: N/A

Year	Status
2019-20	School in Good Standing
2020-21	School in Good Standing
2021-22	School in Good Standing

