Elmwood Village Charter School
Days Park

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Anne Wechsler (Direct of Curriculum), Melina Hong (Data Manager), and Liz Evans (Director of Operations) prepared this 2023-24 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)**
Patricia Anderson	Member	EVCS Culture
Mimi Barnes Coppola	Member	Nominating, Academic Excellence
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Anna Sotelo-Peryea	Secretary	Executive, Space Planning and Facilities, EVCS Culture

Christine Cleary has served as the school principal since 2024. Danielle Bruno has served as the Director of Schools since 2022 and was the principal of EVCS Days Park from 2016-2022.

SCHOOL OVERVIEW

EVCS Days Park opened in 2006 with 125 students in grades K-4. The original configuration of the school was to be K-6, with one class at each grade level. As EVCS graduated its first class of 6th graders, the administration and trustees realized the need to expand through 8th grade. EVCS also decided to add an additional class at each grade level and opened a second location at EVCS Hertel. The percentage of economically disadvantaged students grew from 25% in 2006 to 55% in 2023-2024. Student diversity closely mirrors the diversity of the City of Buffalo, with 34% of students identifying as Black or African American, 34% identifying as White, 20% identifying as Hispanic or Latino, and 10% identifying as Multiracial. In school year 2023-2024, 14% of students had an IEP, and 6 students were identified as ENL 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: 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.
- 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 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 2023-2024:

- EVCS's shift from balanced literacy (using McGraw-Hill Wonders) to structured literacy began in 2021 - 2022, when we adopted Really Great Reading as our Science of Reading aligned foundational skills program for grades K-3. With the foundational skills piece solidly in place, in 2023-2024 we added a new knowledge building curriculum, Wit & Wisdom, for grades K-3. Wit & Wisdom is a comprehensive English Language Arts curriculum that centers on the study of rich, engaging, diverse texts that have been curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.

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
2021-22	49	52	51	52	52	48	52	48	41					445
2022-23	44	47	51	49	49	52	51	50	44					437
2023-24	43	47	52	52	51	50	48	48	45					436

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

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.

Grades K - 3: ELA is taught in alignment with the NYS Common Core Learning Standards. EVCS's K-3 elementary literacy instruction was centered around the Wit and Wisdom reading program and

supplemented with Really Great Reading's phonics instruction. Wit & Wisdom was a new adoption for the 2023-2024 school year. Wit & Wisdom is a comprehensive English Language Arts curriculum that centers on the study of rich, engaging, diverse texts that have been curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.

Foundational skills were taught through the Really Great Reading program in grades K-3 as a Tier 1 program (we also used it as a Tier 3 intervention in grades K-6). RGR provides explicit, systematic, engaging, multisensory, and developmentally appropriate instruction. Students are taught the key skills they need to become efficient and accurate decoders.

Grades 4 - 8: In grades 4-8, we are continuing our implementation of the Teach Like a Champion Reading Reconsidered curriculum, which is designed to build knowledge by pairing foundational novels with non-fiction text. Like Wit & Wisdom, it places a heavy emphasis on knowledge building and vocabulary and provides many opportunities for students to write about content. We will participate in a Reading Reconsidered data cohort for the second year in a row that is focused on fluency in the upper grades. We are working alongside the program authors, and a few other schools to examine oral reading practices and to implement oral reading fluency routines in the classroom.

Small Group Reading: In addition to core reading instruction, students in grades K-6 participate in small group reading. For students who are not yet fluent readers (typically grades K-2), the focus is on building reading fluency through small group instruction and the use of decodable texts. As students become fluent readers (typically grades 3-6), the instructional focus shifts to a discussion of how texts work to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions.

Writing: Writing is taught through a combination of content embedded writing (that will occur during reading, Science, Social Studies, etc.) and process-based writing. Content embedded writing will typically focus on instruction at the sentence or paragraph level and takes place daily. Process based writing is used to support students in producing longer pieces of writing. Students move through the steps of prewriting, drafting, revising, editing, and publishing to produce pieces of writing across various genres (narrative, persuasive, informational and poetry). Direct writing instruction takes place in the form of a mini-lesson and is followed by active writing time, at which time the teacher moves around the room conferring with students about their work. Students are encouraged to write for an audience and units culminate with an authentic sharing of students' work. Grammar and conventions instruction is integrated within the context of writing. Students learn grammar rules and conventions through their writing practice, applying them in their own writing to enhance clarity and coherence.

Assessment: EVCS utilized the STAR ELA Assessment to evaluate student progress in Reading (2-8) and STAR Early Literacy (K-1). STAR was used at the beginning of the year as a universal screening tool to drive instruction. The assessments were given again at the mid-year mark to monitor the progress of each student, and to identify strengths and weaknesses at the student level and classroom level. STAR data helped teachers design instruction to meet the needs of specific learners, ensuring that they received appropriate supports and challenges. End of the year assessments were used to determine the growth of each student, along with a growth percentile for each teacher (both reports are available in STAR). End of the year data was also analyzed to inform curricular and instructional decisions for the following year. Teachers received support with analysis of STAR results during grade level PLC meetings and filled out a data analysis form noting strengths and weaknesses and outlining plans for intervention and challenge work.

In addition to STAR, interim assessments in English Language Arts are given three times a year. In grades K-3 this took the form of a 5-7 minute diagnostic decoding assessment from Really Great Reading that was administered 3 times during the year (students in need of intervention received additional progress monitoring). These diagnostic decoding assessments were also used to identify gaps for students in grades 4-8 who were reading significantly below grade level. In grades 3-8 standards based interim assessments were used to assess mastery of the content that was taught over an 8-10 week period. The results of interim assessments were immediately 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.

Professional Development: Teachers received curriculum specific professional development for Wit & Wisdom, Really Great Reading, and Reading Reconsidered during our professional development in August. Instructional coaches provided regular support to teachers with curriculum implementation and teaching strategies throughout the school year.

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.

2023-24 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	2	0	0	0	0	52
4	48	1	1	0	0	0	0	50
5	49	1	2	0	0	0	1	449
6	45	0	7	0	0	0	0	51
7	44	3	1	0	0	1	0	45
8	38	1	6	0	0	0	0	45
All	265	6	19	0	0	0	0	292

Performance on 2023-24 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	22	44%	46	22	48%
4	48	28	58%	41	25	61%
5	45	9	20%	30	8	27%
6	44	24	55%	32	18	56%
7	40	25	63%	34	23	68%
8	38	19	50%	38	19	50%
All	265	127	48%	221	115	52%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[2]

[1] 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.

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
265	23.8%	28.3%	30.2%	17.7%

PI	=	28.3	+	30.2	+	17.7	=	76.2
				30.2	+	17.7	=	47.9
					+	(.5)*17.7	=	8.9
						PI	**=**	**133.0**

RESULTS AND EVALUATION

For the 2023-24 NYS ELA Assessment, Elmwood Village Charter School Days Park achieved a PI of 133.0. This exceeds the state's 2023-24 English language arts MIP for all students of 113 by 20 points.

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.[3]

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48%	46	Waiting for embargo to lift	
4	61%	41		
5	27%	30		
6	56%	32		
7	68%	34		
8	50%	38		

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

All	52%	221		

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	40.8	451.0	448.9	0.25
4	57.1	448.0	448.6	- 0.06
5	57.7	450.0	446.8	0.35
6	62.7	450.0	444.9	0.55
7	58.0	447.0	448.4	- 0.15
8	65.9	451.0	450.3	0.08
All	56.6	449.4	447.9	0.17

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.0	50.0
5	49.0	50.0
6	50.5	50.0
7	51.0	50.0
8	45.0	50.0
All	50.6	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR

EVCS Days Park's growth goal for the STAR ELA for the 2023-24 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 8th grade. The overall SGP was 63 – EVCS Days Park met this goal, achieving the highest median growth for ELA in over 5 years. All grades, except for 5th grade, met the goal.

Grade	Student Count	Median STAR ELA SGP
3	52	65
4	48	79
5	45	43
6	48	63
7	45	53
8	44	59
All	282	63

SUMMARY OF THE ELA GOAL

EVCS Days Park can report on four of the five goals set by the Institute and can also report on an Internal Growth measure. EVCS Days Park cannot currently report on the Institute's Comparative measure due to unavailable public data.

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.	Met
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.	Waiting for embargo to lift
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.	Not met
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.	Met
Internal Growth	For the 2023-2024 school year, achieve a median SGP of 50 on the national STAR Math assessment (measured between BOY and EOY) for 3rd through 8th grade.	Met

EVALUATION OF ELA GOAL

EVCS Days Park fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (52%). No grade levels hit the target of 75%. We continue to be pleased that proficiency rates have continued to be stable after a sharp decline during the pandemic. EVCS Days Park met the absolute goal of a PI over 113 (133). EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (0.17). EVCS Days Park met the absolute goal of a PI over 113 (133). EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (0.17). EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS Days Park exceeded the internal goal of SGP=50 national STAR test (63), with 5 of 6 grades meeting or exceeding the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

EVCS Days Park saw a handful of older students opt out of the NYS ELA Assessment. We will continue to invest students and families in using the assessment as an opportunity show what they know. EVCS accepted many new students in the upper grades for the 2023-2024 school year. It is encouraging to see that students who have been with EVCS for 2 years or more (52%) are seeing higher proficiency than those who are new (27%). These results have resulted in the development of the New Panther Pathways program which aims to invest new students in grades 4-8 in EVCS' culture early on and monitor them closely throughout the year.

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. Teachers review STAR data, Really Great

Reading data, and interim assessment data three times a year. This data is used to plan interventions for specific students and create whole class reteach plans. 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 action steps to improve teaching and learning.

We will continue to provide daily pullout AIS support during small group reading time for 4-6 students in each class in need of targeted, explicit instruction in foundational skills. Really Great Reading diagnostic tools will be used to identify decoding deficiencies and determine what Really Great Reading program is an appropriate intervention. If students in the upper grades are not demonstrating a decoding deficiency but are still struggling with comprehension, interventions will focus on things such as oral reading fluency practice, vocabulary, and knowledge building.

We know that in addition to the students receiving pullout AIS support, there are more students in each classroom who need strategic support to achieve grade level mastery. In the coming year, we will work to close the gap for additional students through an intervention strategy we are calling "At-Bats," based on the knowledge that some students require more practice than others to achieve mastery. Each class will identify three students in need of support who have not been assigned to AIS pull-out groups. "At-Bat" plans will be created for each student that will identify a bite-sized skill/knowledge gap, the specific practice needed to close the gap, and a plan for providing additional daily practice to close the gap. This mini-individualized plan will be used to track the amount of practice provided and student mastery and adjustments will be made based on the data collected.

Finally, our strategic plan for the coming year includes the following goal: 100% of teachers at EVCS will implement the prioritized high-impact strategies for excellent teaching, measured by each instructional strategy observation tool at least two times throughout SY 24-25. We identified four high-impact instructional strategies that we believe will lead to stronger teaching and learning in all subject areas across our organization. They are: internalizing the lesson plan, gradual release of responsibility, academic monitoring, and the show-call. We have created a professional development plan to roll out these strategies across the first few months of the school year and we have created rubrics and observation tools aligned to these strategies to provide clarity for teachers, coaches, and administrators. We will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons' most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

GOAL 2: MATHEMATICS

Elmwood Village Charter School Days Park 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

Grades K-5: The Zearn curriculum is used in grades K-5. Zearn lessons follow the Engage NY/Eureka Math scope and sequence. With a focus on fewer topics centered on the major work of the grade band, students develop an understanding of the why, not just the how behind the math. Engage NY/Eureka Math problem sets are incorporated to provide students with additional practice. EVCS incorporates Zearn independent digital lessons as a supplement to teacher-led instruction, when appropriate, to provide students opportunities to practice and deepen understanding within their zone of proximal development. At EVCS, digital lessons are most commonly used to reinforce current content, but they can also be used to build foundational skills that help students access grade level content.

Grades 6-8: Math classes are departmentalized and taught by subject specialists in grades 6, 7 and 8. In the 2023-2024 school year, EVCS moved from using Zearn in these grades, to using the Desmos math curriculum. One reason for this change is the online teaching tools incorporated in Desmos. Teachers were already using them to supplement Zearn instruction and wanted to do more with them. In addition, Desmos makes it easier to differentiate and modify instruction for different needs, as well as to adjust the scope and sequence of lessons. Teachers build units and lessons aligned to the NYS Next Generation Learning Standards and choose the resources that work best for their students. 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.

Assessments: 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 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.

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.

2023-24 State Mathematics Exam

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	2	0	0	0	0	0	52
4	49	1	0	0	0	0	1	0	50
5	44	1	3	0	0	0	1	0	49
6	42	0	9	0	0	0	0	0	51
7	32	0	13	0	0	0	0	0	45
8	29	0	16	0	0	0	0	5*	45
All	246	2	43	0	0	0	0	5*	292

*- 12 additional students took both the Algebra 1 Regents exam and the NYS Math Assessment.

Performance on 2023-24 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	27	54%	47	27	57%
4	49	29	59%	42	28	67%
5	44	12	27%	30	8	27%
6	42	19	45%	32	17	53%
7	32	20	63%	30	18	60%
8	29	10	35%	29	10	35%
All	246	117	48%	210	108	51%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
246	28	24.4	32.1	15.4

PI	=	24.4	+	32.1	+	15.4	=	72.0
				32.1	+	15.4	=	47.6
					+	(.5)*15.4	=	7.7
						PI	**=**	**127.2**

RESULTS AND EVALUATION

For the 2023-24 NYS Math Assessment, Elmwood Village Charter School Days Park achieved a PI of 127.2. This exceeds the state's 2023-24 English language arts MIP for all students of 115.3 by more than 10 points.

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.

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.

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57%	47	Waiting for embargo to lift	
4	67%	42		
5	27%	30		
6	53%	32		
7	60%	30		
8	35%	29		
All	51%	210		

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.

METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[6]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	40.8	454.0	457.3	- 0.32
4	57.1	446.0	453.3	- 0.64
5	57.7	443.0	450.9	- 0.68
6	62.7	448.0	449.3	- 0.11
7	58.0	443.0	453.3	- 0.88
8	65.9	451.0	442.9	0.57
All	56.3	447.5	451.7	- 0.38

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[7]

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.0	50.0
5	28.0	50.0
6	46.0	50.0
7	42.5	50.0
8	54.0	50.0
All	42.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: STAR

EVCS Days Park's growth goal for the STAR Math for the 2023-24 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 8th grade. The overall SGP was 57 – EVCS Days Park met this goal. All grades, except for 5th grade, met the goal. Results by grade level are in the table below:

Grade	Student Count	Median STAR Math SGP
3	52	61
4	49	61
5	44	25
6	48	67
7	43	61
8	44	53
All	280	57

SUMMARY OF THE MATHEMATICS GOAL

EVCS Days Park can report on four of the five goals set by the Institute and can also report on an Internal Growth measure. EVCS Days Park cannot currently report on the Institute's Comparative measure due to unavailable public data.

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.	Met
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.	Waiting for embargo to lift
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.	Not met
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 3rd through 8th grade.	Met

EVALUATION OF THE MATHEMATICS GOAL

EVCS Days Park fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (51%). No grade levels hit the target of 75%. We continue to be pleased that proficiency rates have continued to be stable after a sharp decline during the pandemic. EVCS Days Park met the absolute goal of a PI over 115.3 (127.2). EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (-0.38). EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS Days Park exceeded the internal goal of SGP=50 national STAR test (57), with 5 of 6 grades meeting or exceeding the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

EVCS Days Park saw a handful of older students opt out of the NYS Math Assessment. We will continue to invest students and families in using the assessment as an opportunity show what they know, even if they are taking the Algebra 1 Regents exam. EVCS accepted many new students in the upper grades for the 2023-2024 school year. It is encouraging to see that students who have been with EVCS for 2 years or more (51%) are seeing higher proficiency than those who are new (25%). 11 out of 12 students who took the Algebra 1 June Regents exam achieved a score of 65 or higher.

MATHEMATICS 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. Teachers review STAR data and interim assessment data three times a year. This data is used to plan interventions for specific students and create whole class reteach plans. 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 action steps to improve teaching and learning.

Teachers will continue to use formative data to provide differentiated support in the classroom with the assistance of Special Education teachers and Teaching Assistants. In the coming year, we will also work to close the gap for students through an intervention strategy we are calling "At-Bats," based on the knowledge that some students require more practice than others to achieve mastery. Each class will identify three students in need of strategic, targeted support. "At-Bat" plans will be created for each student that will identify a bite-sized skill/knowledge gap, the specific practice needed to close the gap, and a plan for providing additional daily practice to close the gap. This mini-individualized plan will be used to track the amount of practice provided and student mastery and adjustments will be made based on the data collected.

Finally, our strategic plan for the coming year includes the following goal: 100% of teachers at EVCS will implement the prioritized high-impact strategies for excellent teaching, measured by each instructional strategy observation tool at least two times throughout SY 24-25. We identified four high-impact instructional strategies that we believe will lead to stronger teaching and learning in all subject areas across our organization. They are: internalizing the lesson plan, gradual release of responsibility, academic monitoring, and the show-call. We have created a professional development plan to roll out these strategies across the first few months of the school year and we have created rubrics and observation tools aligned to these strategies to provide clarity for teachers, coaches, and administrators. We will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons' most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

GOAL 3: SCIENCE

Elmwood Village Charter School Days Park 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, student in 7th grade take Physical Science, and students in 8th 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.

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 administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	30	6	20%
8	34	17	50%
All	64	23	36%

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.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

5	30	6	20%	Waiting for embargo to lift		
8	34	17	50%			
All	64	23	36%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

EVCS Days Park can report on one of the two goals set by the Institute. EVCS Days Park cannot currently report on the Institute's Comparative measure due to unavailable public data.

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.	Not Met
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.	Waiting for embargo to lift

EVALUATION OF THE SCIENCE GOAL

EVCS Days Park fell short of the absolute goal of 75% (36%). EVCS Days Park saw lower scores on the NYS Science Assessment when compared to past years. Based on preliminary data released by the state, schools struggled with this new test, with only 35% scoring proficient on the 2023-2024 assessment.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	7	7	100%
8	2022-23	Living Environment	13	10	77%
8	2023-24	Living Environment	18	17	94%

ACTION PLAN

With the significant changes made to the NY State Science Assessment in the 2023-2024 school year, we have some recalibrating to do. Science teachers in testing grades will meet with the Director of Curriculum and Instruction, school leaders and instructional coaches in the early fall to review NYS Science Assessment data, the changes to the test, and implications for Science instruction across the grades. We will collaborate to build a plan for stronger Science instruction across the grades and roll this out to classroom teachers

In addition, as mentioned above, our strategic plan for the coming year includes the following goal: 100% of teachers at EVCS will implement the prioritized high-impact strategies for excellent teaching, measured by each instructional strategy observation tool at least two times throughout SY 24-25. We identified four high-impact instructional strategies that we believe will lead to stronger teaching and learning in all subject areas across our organization. They are: internalizing the lesson plan, gradual release of responsibility, academic monitoring, and the show-call. We have created a professional development plan to roll out these strategies across the first few months of the school year and we have created rubrics and observation tools aligned to these strategies to provide clarity for teachers, coaches, and administrators. We will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons' most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

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.

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
2021-22	Good Standing
2022-23	LSI
2023-24	LSI

ADDITIONAL CONTEXT AND EVIDENCE

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