



**King Center Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamaira Coleman, Executive Director 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)
Michelle A. Martin	President	Nominating, Education
Carl Morgan	Treasurer	Finance, Education
Sharon M. Bradley	Secretary	Education
Michael P. McMahon	Member	Finance
John Daly	Member	Facilities, Education
Ryanelle Fuqua	Parent Rep	Education

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

### SCHOOL OVERVIEW

THE KING CENTER CHARTER SCHOOL HAS LONG BEEN DEDICATED TO FOSTERING ACADEMIC AND SOCIAL SUCCESS FOR AT-RISK STUDENTS. AS A 21ST-CENTURY LABORATORY SCHOOL, WE SERVE OVER 400 STUDENTS IN AN URBAN SETTING. OUR EDUCATIONAL PLAN IS DESIGNED TO GUIDE OUR INSTRUCTIONAL PROGRAM AND IS STRUCTURED TO ENHANCE THE ROLES OF ADMINISTRATION, STAFF, PARENTS, AND STUDENTS ACROSS FOUR KEY AREAS: DATA-DRIVEN DECISION-MAKING, CURRICULUM DEVELOPMENT, PROFESSIONAL SUPPORT, AND INSTRUCTIONAL PROCEDURES.

OUR PLAN IS STRATEGICALLY ORDERED TO USE STUDENT PERFORMANCE DATA TO INFORM PRACTICES. INSTRUCTIONAL WORK ALIGNS WITH THIS PLAN, AS OUTLINED IN THE SCHOOL'S LEARNING OBJECTIVE GUIDES (LOGS). LEAD TEACHERS COLLABORATE WITH THE SCHOOL PRINCIPAL, DIRECTOR OF INSTRUCTION AND CURRICULUM, AND INSTRUCTIONAL COACHES TO ANALYZE ACHIEVEMENT DATA FROM VARIOUS ASSESSMENTS ALIGNED WITH NEW YORK STATE NEXT GENERATION LEARNING STANDARDS. THIS DATA INFORMS ACADEMIC INTERVENTIONS, LESSON PLAN ADJUSTMENTS, AND UPDATES TO THE LEARNING OBJECTIVE GUIDES. ADDITIONALLY, THE LEADERSHIP TEAM REVIEWS FORMATIVE ASSESSMENT DATA THROUGHOUT THE YEAR TO MAKE TIMELY STRATEGIC DECISIONS, SUCH AS REGROUPING STUDENTS, PROVIDING EXTRA CLASSROOM SUPPORT, ACQUIRING ADDITIONAL MATERIALS, AND OFFERING PROFESSIONAL DEVELOPMENT. IF STUDENTS FALL BEHIND, WE CREATE AND IMPLEMENT SUPPORT ACTION PLANS, INCLUDING TUTORING, COUNSELING, PARENT CONFERENCES, AND HOME VISITS.

AT KCCS, WE ARE COMMITTED TO LEARNING FROM BOTH FORMATIVE AND SUMMATIVE DATA. WE CONTINUOUSLY ASSESS OUR EFFECTIVENESS AND SEEK BEST PRACTICES AND CURRICULA TO IMPROVE STUDENT OUTCOMES. OUR COMPREHENSIVE ELA CURRICULUM, BASED ON THE SCIENCE OF READING AND ALIGNED WITH THE NEXT GENERATION LEARNING STANDARDS, ALONG WITH ZEARN MATHEMATICS, IS DESIGNED TO ENHANCE PROFICIENCY IN MATH AND READING OVER TIME. ADDITIONALLY, MATH AND ELA INTERVENTIONISTS PROVIDE EXTRA SUPPORT IN SOME CLASSROOMS, AND RESPONSE-TO-INTERVENTION SPACES ARE AVAILABLE FOR STUDENTS AT RISK OF INADEQUATE PROGRESS. WE ALSO OFFER INSTRUCTIONAL COACHING FOR K-8 TEACHERS IN ELA AND MATH TO REFINE THEIR PRACTICES.

OUR UPDATED PROFESSIONAL DEVELOPMENT PLAN INCLUDES A PILOT PROGRAM WHERE TEACHERS LEARN AND APPLY SKILLS FROM THE "TEACH LIKE A CHAMPION" MODEL, AIMING TO INCREASE INSTRUCTIONAL RIGOR AND OVERALL CLASSROOM EFFECTIVENESS. AT OUR SCHOOL, WE FOCUS ON IMPROVING STUDENT READING AND WRITING LEVELS, SOCIAL-EMOTIONAL SKILLS, AND CRITICAL THINKING ABILITIES IN BOTH VERBAL AND WRITTEN CONTEXTS.

OUR REFRESHED MISSION IS TO FOSTER A COMMUNITY OF LIFELONG LEARNERS AND LEADERS THROUGH ACADEMIC EXCELLENCE AND PERSONAL GROWTH. TO ACHIEVE THIS, WE ARE COMMITTED TO ENHANCING TEACHER EFFECTIVENESS, INTRODUCING RIGOROUS INSTRUCTION, AND UPDATING OUR CURRICULUM MATERIALS. KCCS WILL CONTINUE TO PARTNER WITH LOCAL COLLEGES, BUSINESSES, AND COMMUNITY ORGANIZATIONS TO OFFER 21ST-CENTURY LEARNING EXPERIENCES. ADDITIONALLY, WE WILL ENSURE ALL STUDENTS HAVE ACCESS TO TECHNOLOGY TO PREPARE THEM FOR COMPUTER-BASED NEW YORK STATE TESTS AND SECONDARY EDUCATION READINESS.

## ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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	53	50	51	54	46	36	39	45	35	0	0	0	0	409
2022-23	45	54	49	48	53	42	38	42	41	0	0	0	0	412
2023-24	39	44	50	46	46	48	45	40	43	0	0	0	0	401

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English Language

### BACKGROUND

King Center Charter School implemented strategic changes to the ELA curriculum to align to the Next Generation Learning Standards and meet the needs of students. We began the shift from using the NYS Domains, Skills, and Module units to a cohesive curriculum based on the Science of Reading and the Next Generation Learning Standards.

Intensive interventions are provided in ELA with three full-time interventionists dedicated to ELA Intervention to support students both in the classroom and using break out spaces to deliver Response to Intervention for students who are at-risk of inadequate progress. Ongoing data reviews reform the provision of RTI assistance and the identification of additional materials to support learning.

### Core Curriculum:

KCCS has fully adopted the Next Generation Learning Standards for all students in grades K-8. Grades K-2 shifted to a reading block grounded in the Science of Reading that incorporated explicit instruction in phonics, phonemic awareness, fluency, comprehension, and vocabulary. Grades 3-8 shifted to reading and writing units that incorporate diverse literature that drives reading comprehension, vocabulary, and writing skills. The LOGS provide a scope and sequence for daily instruction, re-teaching, assessments, and review for all teachers.

### Assessments:

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Grades 5-8 mid and end of unit assessments have been closely revised to mirror the NYS assessments and are administered using the Castle Learning platform.

NWEA MAP ELA assessment is administered three times per year to all students in grades K-8. The results are used to identify skill deficits, remediate these skills, and forecast NYS assessment results.

The Heggerty phonemic awareness assessment is used in grades K-2 to determine individual students' progress towards grade level phonemic awareness standards. This assessment is administered individually to each student in grades K-2 three times per year.

The Words Their Way Inventory assessment is used in grades K-5 to determine students' progress towards grade level spelling and phonics standards. This assessment is administered three times per year and the results were used to differentiate spelling and phonics instruction during the ELA core block.

### **Professional Development:**

This year KCCS provided extensive ELA Professional Development that included the following:

- Science of Reading strategies for our K-2 teachers and ELA Interventionists
- Standards-Based Grading for K-6 teachers
- Computer Based Testing strategies for ELA teachers in grades 5-8
- Deep dive into released state testing data to analyze questions and standards for teachers in grades 3-8
- Teach Like a Champion PD throughout the year to support our Pilot Group of teachers in implementing TLAC pedagogy to increase rigor and independence
- PD for Grade 3-8 teachers on best practices in regards to lesson delivery (Do Now, Direct Instruction, Guided Practice, Independent Practice & Exit Tickets)
- Weekly individual data meetings with each teacher and the Director of Curriculum (K-5) or Principal (6-8) to review ELA formative and summative assessments and discuss implications for instruction

## 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

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Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	43	0	0	0	0	0	1	44
4	45	0	0	0	0	0	0	45
5	42	0	2	0	0	0	0	44
6	44	0	0	0	0	0	0	44
7	37	0	1	0	0	0	0	38
8	41	0	0	0	0	0	0	41
All	252	0	3	0	0	0	1	256

### Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	43	9	21	41	9	22
4	45	10	22	36	7	19
5	42	11	26	42	11	26
6	44	9	20	33	8	24
7	37	11	30	29	9	31
8	41	8	20	35	8	23
All	252	58	23	216	52	24

#### 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

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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.<sup>2</sup>

### 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
	[?]	[?]	[?]	[?]

$$\begin{aligned}
 \text{PI} &= [\?] + [\?] + [\?] = [\?] \\
 &+ [\?] + [\?] = [\?] \\
 &+ (.5)*[\?] = [\?] \\
 &\quad \quad \quad \downarrow \\
 &\quad \quad \quad \text{PI} = [\?]
 \end{aligned}$$

## RESULTS AND EVALUATION

**Data not available at time of submission**

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

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

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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

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7				
8				
All				

### 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.<sup>4</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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### 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.<sup>5</sup>

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 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		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### SUMMARY OF THE ELA GOAL

The school did not meet the Absolute Goal of 75% proficiency for all students tested in grades 3-8. 24% of students achieved proficiency for ELA. All comparative data for remaining goals is not available at the time of this submission.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
	[Write in additional measure here]	

### ADDITIONAL CONTEXT AND EVIDENCE

King Center is working to update our ELA curriculum by shifting to a Science of Reading approach and aligning with the Next Generation Learning Standards in an effort to better support our students' needs and increase outcomes.

### ELA INTERNAL EXAM RESULTS

King Center Charter School met one goal for ELA during the 2023-2024 school year as indicated below. The school did meet NWEA Measure 1- with a growth percentile of all 3rd through 8th grade students of 61. The school did not meet NWEA Measure 2, 65% of students in grades 3rd-8th met this goal.

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

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.	YES
Growth	NWEA Measure 2: Each Year, 75% of students in grades 3 <sup>rd</sup> -8 <sup>th</sup> 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 by year end administration	NO

### ELA ACTION PLAN

In response to the outcome data for the Spring of 2024, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

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- Implement Teach Like A Champion best practices to increase rigor in the classroom for grades 2-8.
- Update ELA curriculum based on the Science of Reading to implement UFLI in grades K-2.
- Full implementation of Standards-Based Grading for Grades K-6.
- KCCS will fully implement data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform.
- KCCS will increase the use of ongoing formative assessment programs to monitor student progress throughout the school year by increasing the use of Exit Tickets and Phonics Assessment.
- KCCS will continue the use of data collection in PowerSchool for ELA Intervention Data.
- KCCS will continue to provide Tier 2 and 3 ELA Interventions to target at-risk students.
- KCCS will continue to use our existing computer-based programs for additional practice both in school and at home.

### GOAL 2: MATHEMATICS

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

#### BACKGROUND

King Center Charter School implemented strategic changes to the Math curriculum to align to the Next Generation Learning Standards and meet the needs of students.

Intensive interventions are provided in Math with three full-time interventionists dedicated to Math to support students both in the classroom and using break out spaces to deliver Response to Intervention for students who are at-risk of inadequate progress. Ongoing data reviews reform the provision of RtI assistance and the identification of additional materials to support learning.

#### **Core Curriculum:**

KCCS continues to use the Great Minds Eureka Math curriculum for students in Kindergarten. Core resources are the Zearn platform for all grades 1-8. The LOG provides a scope and sequence for daily instruction, assessments, and spiral review of skills.

There are three dedicated interventionists for our Math Department who focus on remediation for students who are testing below grade level. The Math Interventionists use the Number Worlds curriculum for Tier 2 instruction and the Do the Math curriculum for Tier 3 instruction.

#### **Assessments:**

Grades K-8 mid and end of unit assessments mirror the NYS assessments. Teachers in grades 5-8 shifted to using the Castle Learning platform to deliver online assessments and cross-reference multiple data points for each student and to mirror the NYS CBT assessments.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MAP Math assessment is administered three times per year to all students in grades K-8. The results are used to identify skill deficits, remediate these skills, and forecast NYS assessment results.

### Professional Development:

This year KCCS provided Math Professional Development that included the following:

- Standards-Based Grading for K-6 teachers
- Computer Based Testing strategies for Math teachers in grades 5-8
- Deep dive into released state testing data to analyze questions and standards for teachers in grades 3-8
- Teach Like a Champion PD throughout the year to support our Pilot Group of teachers in implementing TLAC pedagogy to increase rigor and independence
- PD for Grade 3-8 teachers on best practices in regards to lesson delivery (Do Now, Direct Instruction, Guided Practice, Independent Practice & Exit Tickets)
- Weekly individual data meetings with each teacher and the Director of Curriculum (K-5) or Principal (6-8) to review ELA formative and summative assessments and discuss implications for instruction
- Next Generation Math Standards PD for teachers in grades K-8

## 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  
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	43	0	0	0	0	0	1	0	44
4	45	0	0	0	0	0	0	0	45
5	42	0	2	0	0	0	0	0	44
6	44	0	0	0	0	0	0	0	44
7	37	0	1	0	0	0	0	0	38
8	41	0	0	0	0	0	0	0	41
All	252	0	3	0	0	0	1	0	256

Performance on 2023-24 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	43	17	40	41	16	39
4	45	15	33	36	11	31
5	42	15	36	42	15	36
6	44	12	27	33	11	33
7	37	13	35	29	13	45
8	41	10	24	35	10	29
All	252	82	33	216	76	35

### Math Measure 2 - Absolute

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

### 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
	[?]	[?]	[?]	[?]

$$\begin{aligned}
 \text{PI} &= [\text{?}] + [\text{?}] + [\text{?}] = [\text{?}] \\
 &+ [\text{?}] + [\text{?}] = [\text{?}] \\
 &+ (.5) * [\text{?}] = [\text{?}] \\
 &\quad \quad \quad \downarrow \\
 &\quad \quad \quad \text{PI} = [\text{?}]
 \end{aligned}$$

### RESULTS AND EVALUATION

**Comparative Data is not available at the time of this submission**

### Math Measure 3 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### Math Measure 4 - Comparative

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

### 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

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data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>6</sup>

### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### 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.<sup>7</sup>

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		50.0

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### EVALUATION OF THE MATHEMATICS GOAL

The school did not meet the Absolute Goal of 75% proficiency for students in grades 3-8. 35% of students in grades 3-8 met this goal. Comparative data is not available at the time of this submission.

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.	NO
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

### ADDITIONAL CONTEXT AND EVIDENCE

KCCS is working to update our Math curriculum by shifting instructional practices to increase rigor through Teach Like a Champion, using Zearn as a resource in grades 3-8.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: [NWEA/ MAP](#)

The school met one of the Mathematics goals. For this assessment term, the median growth percentile of all students in grades 3-8 is 52. For NWEA Measure 2, 58 % of students in grades 3-8 met the goal.

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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.	YES
Growth	NWEA Measure 2: Each Year, 75% of students in grades 3 <sup>rd</sup> -8 <sup>th</sup> 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 by year end administration	NO

### MATHEMATICS ACTION PLAN

In response to the outcome data for the Spring of 2024, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

- Implement Teach Like A Champion best practices to increase rigor in the classroom for grades 2-8.
- Full implementation of Standards-Based Grading for Grades K-6.
- KCCS will fully implement data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform.
- Kindergarten will supplement Number Corner curriculum with Zearn to build number sense and problem solving skills
- KCCS will increase the use of formative assessment programs to monitor student progress throughout the school year through the use of exit tickets
- Continue to fully implement the Next Generation Math Learning Standards
- KCCS will continue to provide Tier 2 and 3 Math Interventions to target at-risk students using the TLAC aligned teacher created curriculum for Tier 2 driven by weak skills. For Tier 3, Math interventionists will utilize Number Worlds and Do the Math to provide additional support in weak skills.
- KCCS will continue to use our existing computer-based programs for additional practice both in school and at home

### GOAL 3: SCIENCE

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.

#### BACKGROUND

King Center Charter School has fully implemented the Amplify Science Curriculum in grades K-8 to address the Next Generation Science Standards.

#### Core Curriculum:

King Center Charter Teachers have partnered with Buffalo State University to pursue professional development and curriculum alignment work in regards to the NGSS and three dimensional learning

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practices. Each teacher in grades K-8 uses the LOG as a scope and sequence for instruction, assessment, and remediation.

### Assessments:

Students in grades 7 and 8 completed unit assessments in Castle Learning. Students in grades K-2 completed the formative and 1-1 assessments included in the Amplify curriculum. Students in grades 3-5 completed formative assessments and began piloting assessments using the Castle Learning platform.

This year KCCS piloted the use of the NWEA Science MAP testing for students in grades 3-8. This testing will continue next school year 3 times per year. This data was used for teachers to identify skills and standards for re-teaching.

This year KCCS implemented the New York State Required Investigations for students in Grades 3-8.

### Professional Development:

This year KCCS provided extensive Science Professional Development that included the following:

- How Amplify science kits are organized and how to use the materials for teachers in grades K-2
- Analyzing the pilot NWEA Science MAP Data for teachers in grades 3-8
- State Test Preparation and Planning with Grades 5 & 8 to prepare for the new Science Assessment
- Weekly individual data meetings with each teacher and the Director of Curriculum (K-6) or Principal (7-8) to review Science formative and summative assessments and discuss implications for instruction

## 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 5<sup>th</sup> and 8<sup>th</sup> 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 2 <sup>nd</sup> Year
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	Number Tested	Number Proficient	Percent Proficient
5	42	6	14
8	41	7	17
All	83	13	16

### 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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5						
8						
All						

### EVALUATION OF THE SCIENCE GOAL

The school did not meet the Absolute Goal for Science. **Comparative data is not available at the time of this submission.**

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.	NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

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Schools that administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results in the table below.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22				
8	2022-23				
8	2023-24				

### ACTION PLAN

In response to the outcome data for the Spring of 2024, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

- KCCS will fully implement test creation and data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform for science.
- KCCS will continue to fully implement and track the Required NYS Science Investigations for the first year of 5<sup>th</sup> and 8<sup>th</sup> grade Next Gen Testing.
- 5th & 8th Grade Science will continue to implement NWEA Science MAP Testing 3x's a year to prepare students for the State Test.
- Full implementation of Standards-Based Grading for Grades K-6.
- Continue partnership with Buffalo State University to stay up-to-date on the latest developments in science instruction and assessment.
- KCCS will continue cohesive use of the Amplify Science curriculum for Grades K-8.

### 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](#).

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### Accountability Status by Year

Year	Status
2021-22	In Good Standing
2022-23	Local Support and Improvement
2023-24	Data not available

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### NWEA

2023-24 NWEA MAP [ELA/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	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>8</sup>	[X] <sup>9</sup>	[#]	[X]	[Yes/No]

<sup>8</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>9</sup> Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>10</sup>	2+ students	75%	[#]	[%]	[Yes/No]
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### End of Year Performance on 2023-24 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>11</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### End of Year Growth on 2023-24 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

## I-READY

### 2023-24 i-Ready [ELA/Mathematics] Assessment End of Year Results

<sup>10</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>11</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>12</sup>	[%] <sup>13</sup>	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

### End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				

<sup>12</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>13</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

All				
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### End of Year Growth on 2023-24 i-Ready [ELA/Mathematics] Assessment

#### By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		